ACADEMIC STRESS IN RELATION WITH ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS

S. Abraham Wesley[1] & Dr. M. Esther Suneela[2]

[1]*Research Scholar, Acharya Nagarjuna University, Guntur, Andhra Pradesh, India*

[2]*Research Guide, Principal, A. L. College of Education, Guntur & Dean, Faculty of Education, Acharya Nagarjuna University, Guntur, Andhra Pradesh, India*

ABSTRACT

The depth and breadth of education are equal to those of life itself. It has an impact on all aspects of our lives and influences every thought, emotion, and action we have. According to the examination of derived meaning, education is a process of internal growth. Education is defined as a force that we can use to affect desired changes in our activity and behavior. With a clear aim or goal in mind, we used to educate and develop ourselves. The goal of becoming a contributing member of society is related to success. The age is competitive right now. There is rivalry for pupils in every field. Due to growing rivalry in the sphere of education, students are under more mental pressure as a result of this act. The reasons for academic performance can vary. These include both positive and negative elements that have an impact on the student's academic success. The most crucial aspects of a student's academic performance are their physical and mental condition. Students today experience more mental stress than ever before. Thus, learning with delight reduces happiness.

The present study aims to measure levels of academic stress and academic achievement of secondary school students. Additionally, it looks into the correlation between secondary school student's academic stress and academic achievement. The participants in the current study are of IX standard, in the Guntur district of the state of Andhra Pradesh, 1000 secondary school students are enrolled in government, aided, and private schools in various locations. Descriptive, correlation, and regression analyses were performed on the data. The results of the correlation study revealed a substantial positive association between secondary school student's academic stress and academic achievement.

KEYWORDS: *Academic Stress, Pressure to Perform, Exam Fear and Academic Achievement*

INTRODUCTION

When a person tries to cope with or adjust to stresses, stress is considered as a negative emotional, cognitive, behavioral, and physiological process that takes place (Bernstein, et al, 2008). According to Sindhu (2016), stress is a condition that people experience as a result of interacting with an environment that they view as being overly demanding and dangerous to their health. It is to suggest that pressures can be cognitive and psychological as well as physical. It was discovered that stress is a part of students' lives and that it may affect how well they handle the rigours of academic life.

According to Jary & Jary (1985), stress is a tension-producing state brought on by pressures or competing demands that a person is unable to manage. Scholastic stress is described as mental suffering related to some anticipated frustration from academic failure or even not knowing that such failure may occur. Academic demands placed on students include passing tests and exams, participating in class discussions, and demonstrating improvement in a particular subject. Understanding what a teacher is teaching, competing with peers, and meeting academic standards set by teachers and parents. Academic stress, which makes up a significant portion of overall stress in adolescent students, is defined by Archer and Lamnin (1985) as stress resulting from significant factors like writing term papers, text anxiety, poor study skills, having an excessive workload, and the classroom environment. Academic stress, according to Gupta and Khan (1987), mainly refers to mental distress connected to some anticipated frustration due to academic failure or even a realisation of such a failure's possibility. Academic stress, as defined by Fireman (1992), is anything that places an additional demand on a person's capacity to cope, frequently due to something novel and different in the academic environment. One of the biggest issues facing students nowadays is academic stress. Our educational system has put a lot of pressure on the students, including a broad curriculum, exam anxiety, head-to-head competitions, etc. Their issue is greatly exacerbated by peer and family pressure. According to research by physicians, psychotherapists, and child psychologists, academic pressure causes anxiety, stress, and depression in students, especially those in secondary schools.

Excessive academic pressure is linked to intentional self-harm and even suicide. The present study was chosen by the researcher because it is "A study of academic stress, school adjustment in relation to academic achievement among secondary school students." Therefore, the researcher chose to conduct this study in order to identify better approaches, offer direction, and develop ways for teachers, parents, and students to assist them manage academic stress.

REVIEW OF RELATED STUDIES

Dr. DenisCelcima (2017) looked for adolescents' challenges in their academic performance. The authors, Robert J. Vallerand et al., employed the measures to assess self-esteem and awareness of public and private roles created during adolescence. Adolescent concerns such as psychosocial and emotional issues were addressed with recommendations. They suggested improving teaching skills, academic training, and education to deal with adolescents.

Ricarda Steinmayr and colleagues (2019). Replicating and expanding prior findings on the impact of students' motivation for academic progress. The study's sample size was 345 people. Students on Germany's highest academic track in 11th and 12th grades. The strongest predictor was self-concept. We looked at what the results mean for exploring motivational constructs that are based on different theories.

Camille Gay A. Desamparado and Samantha June Mendoza (2019) studied stress levels among senior high school students. The findings show that the causes of these stress levels are linked to the three categories defined by the researchers: gender, strand, and economic position of students. It can be deduced that there is a considerable link between stress levels and student content based on gender. It was also shown that there isn't a strong link between how stressed a student is and how well they do in school or how they act.

Sibnath Deb, Esben STRODL, and Jiandong Sun (2015) studied academic stress and parental pressure on adolescents. The amount of parental pressure varied greatly depending on the parents' educational levels, the mother's occupation, the number of private tutors, and academic success. Children of fathers with a lower level of education (non-graduates) were shown to be more prone to perceiving pressure to achieve better academically. 81.6 percent of those polled

reported exam anxiety. Parental pressure was found to be positively connected with academic pressure. Academic stress is a severe problem that affects about two-thirds of Kolkata's senior high school pupils.

Dr. Deepti Bhargava and Hemanth Trivedi (2018) examined a study on the causes of stress and stress management among youth. According to the researcher, academic tests, interpersonal relationships, relationship troubles, life changes, and career exploration are all sources of stress. After discovering the causes, the researcher proposes that more attention be paid to the child's growth as they enter adolescence. They should be raised in a good atmosphere with minimal negative effects from stressors.

Arjun Anand and Swapna Bhaskar (2019) studied peer pressure in adolescents. A qualitative investigation into community perceptions of adolescent peer pressure Participants in this qualitative study were asked to complete a questionnaire. The framework analysis method was used to examine the data. The majority of the individuals were found to be under peer pressure. According to the community, peer pressure plays a significant part in adolescents' lives.

RESEARCH METHODOLOGY

Title of the Study

The problem undertaken for research is stated as below: "A study of academic stress school adjustment in relation to academic achievement among secondary school students".

Objectives of the Study

The exploration destinations drive all parts of philosophy, including instrument plan, information assortment, investigation, and at last the suggestions. The very much characterized goals restricted and center the exploration and guarantee that the discoveries are pertinent to leaders.

1. To find out the academic stress of the secondary school students and classify them.

2. To find out the academic stress of secondary school students with respect to the following dimensions.

    a. Personal Inadequacy

    b. Fear of Failure

    c. Interpersonal difficulties with teachers

    d. Teacher-pupil relationship/Teaching methods

    e. Inadequate study facilities

3. To find out the influence of the following variables on the academic stress of secondary school students with respect to the following variables i.e.

    a. Gender

    b. Locality

    c. Type of Institute

    d. Medium of instruction

  e. Type of family

  f. Parental education background

  g. Parental annual income

4. To find out the school adjustment of the secondary school students and classify them.

5. To find out the school adjustment of the secondary school students with respect to the following dimensions.

  a. Emotional Adjustment

  b. Social Adjustment

  c. Educational Adjustment

6. To find out the influence of the following variables on school adjustment of the secondary school students with respect to the following variables i.e.

  a. Gender

  b. Locality

  c. Type of Institute

  d. Medium of instruction

  e. Type of family

  f. Parental education background

  g. Parental annual income

7. To find out the academic achievement of the secondary school students and classify them.

8. To find out the influence of the following variables on the academic achievement of secondary school students i.e.

  a. Gender

  b. Locality

  c. Type of Institute

  d. Medium of instruction

  e. Type of family

  f. Parental education background

  g. Parental annual income

9. To find out the relationship between academic stress and school adjustment of secondary school students.

10. To find out the relationship between academic stress and academic achievement of secondary school students.

11. To find out the relationship between school adjustment and academic achievement of secondary school students.

THE HYPOTHESIS OF THE STUDY

The following hypotheses were framed.

Hypotheses 1: The secondary school students are not possessing high in academic stress.

Hypothesis 1A) There would be no significant difference between boys' and girls' of secondary school students in their academic stress.

Hypothesis 1B) There would be no significant difference between rural and urban of the secondary school students in their academic stress.

Hypothesis 1C). There would be no significant difference between government and private of the secondary school students in their academic stress.

Hypothesis 1D). There would be no significant difference between Telugu and English medium of the secondary school students in their academic stress.

Hypothesis 1E): There would be no significant difference between joint family and nuclear family of the secondary school students in their academic stress.

Hypothesis 1F). There would be no significant difference between below SSC, inter, degree and above parental educational background of the secondary school students in their academic stress.

Hypothesis 1G) There would be no significant difference between rich, middle, and poor of the parental annual income of the secondary school students in their academic stress.

Hypotheses 2: The secondary school students are possessing high in school adjustment.

Hypothesis 2A) There would be no significant difference between boys' and girls' of the secondary school students in their school adjustment.

Hypothesis 2B) There would be no significant difference between rural and urban of the secondary school students in their school adjustment.

Hypothesis 2C) There would be no significant difference between government and private of the secondary school students in their school adjustment.

Hypothesis 2D) There would be no significant difference between Telugu and English medium of the secondary school students in their school adjustment.

Hypothesis 2E) There would be no significant difference between joint family and nuclear family of the secondary school students in their school adjustment.

Hypothesis 2F) There would be no significant difference between below SSC, inter, degree and above parental educational background of the secondary school students in their school adjustment.

Hypothesis 2G) There would be no significant difference between rich, middle, and poor parental annual income of the secondary school students in their school adjustment.

Hypotheses 3: The secondary school students are possessing high in academic achievement.

Hypothesis 3A) There would be no significant difference between boys' and girls' of the secondary school students in their academic achievement.

Hypothesis 3B) There would be no significant difference between rural and urban of the secondary school students in their academic achievement.

Hypothesis 3C) There would be no significant difference between government and private of the secondary school students in their academic achievement.

Hypothesis 3D) There would be no significant difference between Telugu and English medium of the secondary school students in their academic achievement.

Hypothesis 3E) There would be no significant difference between joint family and nuclear family of the secondary school students in their academic achievement.

Hypothesis 3F) There would be no significant difference between below SSC, inter, degree and above parental educational background of the secondary school students in their academic achievement.

Hypothesis 3G) There would be no significant difference between rich, middle, and poor parental annual income of the secondary school students in their academic achievement.

Hypothesis 4) There would be no significant association between academic stress and school adjustment of the secondary school students.

Hypothesis 5) There would be no significant association between academic stress and academic achievement of the secondary school students.

Hypothesis 6) There would be no significant association between academic achievement and school adjustment of the secondary school students.

Type of hypothesis

The null hypothesis is selected for the present study

VARIABLES OF THE STUDY

For the present study, the following dependent and independent variables are chosen.

A. **Independent Variables**

The independent variables selected for the present study are:-

1. Academic stress

2. School adjustment

B. **Dependent Variable**

The dependent variable for this study is Academic achievement.

C. **Demographic Variables**

a) **Gender:** Boys/Girls

b) **Locality:** Rural/Urban

c) **Type of Management:** Government/Private

d) **Medium of instruction:** Telugu/English

e) **Type of family:** Joint family/Nuclear family

f) **Parental education background:** Below SSC, Inter, Degree and above

g) **Parental annual income:** Rich, Middle, and Poor

Scope of the Study

The purpose of the current study is to examine the academic stress school adjustment in relation to academic achievement among secondary school students studying in various secondary schools in urban and rural areas in the Guntur district. The present study was carried out on a representative sample of 1000 Students studying in the 9th class. The secondary school student's responses to the instruments provided form the basis of the statistics.

Method of the Study

Entire research involves the elements of observation, planning, the procedure to be followed, and its description and analysis of what happens under certain circumstances. For the present study, the investigator selected the normative survey method.

Sample Selected for the Study

The sample for the present study was Secondary School Students in the Guntur district of Andhra Pradesh state who follow the Andhra Pradesh state syllabus. The present study was carried out on a representative sample of 1000 Secondary School Students studying in standard IX class from the various areas in the Guntur.

Population for the Study

The population of the present study is IX standard 1000 Secondary School Students studying in government, aided, and private schools in different areas from rural and urban secondary schools in the Guntur district of Andhra Pradesh state.

Tools of the Study

The following research tools were used to collect the sample data.

The academic Stress Scale (ASS) was originally developed by Kim, and adapted by Rajendran & Kaliappan (1990) and Rao (2012).

The school adjustment scale was developed by A.K.P. Sinha and R.P. Sinha (2005)

Academic achievement: the investigator will be taken 2020-21 S.A-2, final marks to assess the academic achievement of secondary school students.

DATA ANALYSIS

Whole Sample Analysis in Academic Stress of Secondary School Students

Hypotheses 1: The secondary school students are not possessing high in academic stress.

Table 4.1 Whole sample of Academic Stress in Secondary School Students

Whole	Mean	SD	% of Mean
1000	109.78	7.64	68.61

Finding

As per table (4.1) the total number of secondary school students is 1000. The mean value is 109.78, and the percentage of mean value is 68.61. The standard deviation value is 7.64; the result shows that, all the secondary school students' fall under above average level in their academic stress. Hence the hypothesis is rejected as the secondary school students possess an above average in their academic stress.

Hypothesis 1C: There would be no significant difference between government and private secondary school students in their academic stress.

Table 4.2 Academic Stress – Type of Institute Analysis

Type of Institute	Sample Size	Mean	% of Mean	SD	SED	't'
Government	500	109.49	68.43	7.43	2.99	2.26*
Private	500	102.72	64.20	7.14		

Significant at 0.05 level

Finding

The "t" value is 2.26, which is significant at the 0.05 level, according to the previous table (4.2). Therefore, at the 0.05 level of significance, the hypothesis is rejected for the variable "type of institution." The outcome demonstrates that secondary school students' academic stress is influenced by the type of institution they attend. Students in government schools struggle with their academic burden.

Whole Sample Analysis in Academic Achievement

Hypotheses 3: The secondary school students are possessing high in academic achievement.

Table-4.3: Whole Sample of Data Analysis in Academic Achievement of the Secondary School Teachers

Whole	Mean	SD	% of Mean
1000	72.19	9.02	72.19

Finding

According to table (4.3), the following aspects have been observed: The total number of secondary school students is 1000. The mean value is 72.19, the SD value is 9.02, and the percentage of mean value is 72.19. all of the secondary school students have school adjustment levels that are above average. Therefore, the hypothesis is disproved because secondary school pupils perform academically above average.

Variable Wise Analysis in Academic Achievement

Hypothesis 3A) There would be no significant difference between boys' and girls' of secondary school students in their academic achievement.

Table 4.4: Academic Achievement – Gender Analysis

Gender	Sample size	Mean	% of mean	SD	SED	't'
Boys	500	70.41	70.41	8.01	0.51	3.19*
Girl	500	72.04	72.04	7.69		

Significant at 0.05 & 0.01 levels

Finding

The "t" value is 3.19, which is significant at the 0.05 level, according to the above table (4.4). As a result, the variable "Gender" was excluded from the analysis at the 0.05 level of significance. The results demonstrate that a student academic achievement is influenced by their gender. In terms of academic achievement, girls fare better.

Hypothesis 3B) There would be no significant difference between rural and urban of secondary school students in their academic achievement.

Table 4.5: Academic Achievement – Locality Analysis

Locality	Sample size	Mean	% of Mean	SD	SED	't'
Rural	500	68.10	68.50	8.0	0.50	2.04*
Urban	500	67.08	67.80	7.92		

Significant at 0.05 level

Finding

The "t" value is 2.02 significant at the 0.05 level, according to the table 4.5 above. Consequently, the variable "locality" had the null hypothesis rejected at the 0.05 level. The outcome demonstrates that the locality has an effect on their academic achievement. Secondary school pupils from rural areas fare better in academic achievement.

Hypothesis 3C) There would be no significant difference between government and private secondary school students in their academic achievement.

Table 4.6: Academic Achievement – Type of Institute Analysis

Type of Institute	Sample Size	Mean	% of Mean	SD	SED	't'
Government	500	77.52	77.52	8.02	0.49	2.02*
Private	500	76.33	76.33	8.0		

Significant at 0.05 level

Finding

The "t" value is 2.02, which is significant at the 0.05 level, according to the above table (4.6). Therefore, at the 0.05 level, the hypothesis is disproved for the variable "kind of institution." The outcome demonstrates that secondary school students' academic success is influenced by the type of institution. Government secondary school pupils do better in terms of academic success.

Hypothesis 3E) There would be no significant difference between joint family and nuclear family of secondary school students in their academic achievement.

Table 4.7: Academic Achievement – Type of Family Analysis

Type of Family	Sample Size	Mean	% of Mean	SD	SED	't'
Joint	280	70.24	70.24	8.01	0.55	3.92*
Nuclear	720	68.08	68.08	8.03		

Significant at 0.05 level

Finding

The "t" value is 3.92, which is significant at the 0.05 level, according to the above table (4.7). As a result, the hypothesis is rejected at the 0.05 level for the variable "Type of family". The outcome demonstrates that a student's academic performance in secondary school is influenced by their type of family. Both secondary school pupils from nuclear families and joint families perform academically different levels. Secondary school pupils from joint family do better in terms of academic achievement.

CORRELATION BETWEEN ACADEMIC STRESS AND ACADEMIC ACHIEVEMENT

Table 4. 8: Correlation between Academic Stress and Academic Achievement

Variable	No	df	'r' value
Academic Stress	1000	998	0.20*
Academic Achievement	1000		

Finding

The estimated "r-value" is greater than the table value of "r" at a significance level of 0.01, while the "r" value in the above table (4.8) is 0.20. As a result, hypothesis 5 is rejected. Thus, it may be concluded that there is a positive correlation between academic stress and secondary school students' academic achievement. Additionally, it is clear from the preceding table that there is positive correlation between academic stress and Academic achievement.

Educational Implications

On the basis of the findings of the study and the observations made by the investigator during the study, few recommendations, which may help in developing suitable programmes to improve school adjustment and academic achievement among secondary school students, have been offered. The study has shown that better reduce academic stress, getting good academic achievement of students. Environmental growth of rural and urban schools and of whole school can be related to the level of the need for achievement among students.

Student's achievement must be recognized without any favoritism and partiality. Teaching profession must be above any discrimination. Special functions may be arranged in appreciation of the student's academic performance and adjustment to school environment in school context. It is imperative that teachers who are the backbone of any educational system are properly looked after in view of quality improvement and students achievement in education. Status of teachers in society need to be recognized and has to be enhanced as they have vital role to play in bringing the desired changes among students.

- The first responsibility of the parents and teachers should be to know the areas where the students lack adjustment and try to give better conditions for proper adjustment in every sphere.

- Parents should also create such an environment so that children can express their feelings, opinion without any hesitation.

- School environment must be cordial and congenial. There should be proper provision of co-curricular activities in the school. These activities would develop desirable social qualities among children and also help to adjust well in the society.

- To utilize the capacities, capabilities and potentialities of the children, it is necessary to change the attitude of parents as well as teachers by training and educating them about each psychological aspect of children.

- Students should be given an opportunity to express their own ideas and discuss their problems with school authorities. It develops self-confidence and mental satisfaction among the students.

- Special courses should be introduced in the school so that the students can become self-reliant, self-confident and well adjusted in the society, school as well as home also.

- There should be proper provision of guidance and counseling centre in the schools. It may be able to help students to adjust in school activities.

- Short course in study habits and skills may be included in secondary school curriculum.

- Knowledge school adjustment may be used for diagnostic purpose in guidance and counseling to help the students in regard to education.

- It may help in educational decision making and guidance. It may help the teacher to group students having low scores in study habits to make them learn effective method of study.

- A good habit formed is helpful for the individual for his future cases and life. Hence, this is to be stressed through school guidance service and other services organization.

SUGGESTIONS FOR FURTHER RESEARCH

This study, "A study of academic stress, school adjustment in relation to academic achievement among secondary school students" highlights a number of new areas for future researchers to explore. Areas and variables that are not covered by this study can be tested to shed light on other associated factors. The following is a summary of the suggestions:

Studies can be undertaken to study the impact of students' adaptation on their academic stress and academic achievement.

- The current study is limited to Guntur district, but it might be replicated in any of Andhra Pradesh 26 districts.

- Studies can be undertaken on an experimental basis to instill, nurture and promote motivation for the success and academic success of high school students.

- Studies can be undertaken to discover the influence of the school environment, the family environment, teachers and classmates on adjustment, anxiety and student achievement.

- The same study may be taken up for degree level and post graduation level.

- The same study may take up at different level, like primary, pre-university (PUC) and university level also.

- A longitudinal study on the study habits of school children in relation to academic achievement may be taken.

- The same study may be taken up for medical, engineering students.

- The study may extend to all standards of the education.

- The study may be conducted on Sainik School, public school, Navodaya School, Kendriya vidyalaya students.

CONCLUSION

In this research paper, the investigator found that there is a positive correlation between secondary school student's academic achievement and academic stress. The students who salve their problems in the areas of various subjects, school environment, and family environment, those are academic achievement is better. To provide advice and counseling services, a qualified counselor should be hired. Schools must prioritize teaching kids how to adapt to themselves and their surroundings in addition to focusing on students' high academic achievement. The parents of the pupils must frequently attend meetings with the schools to be informed of their children's progress. The schools must identify emotionally immature pupils and keep a separate record of each student's behavior inside the building. They can provide counseling with the use of this. All public schools need to be updated with modern amenities like well-equipped labs, a library, and organized classrooms. Some enrichment activities, such as street play, group assignments, group learning, group dancing, and other teamwork, may be undertaken to help pupils better acclimate to their peer groups and families. The best role model for students is their teacher. As a result, the instructor must initially demonstrate to their students how to adjust to others while still possessing a high level of adjustment and emotional stability.

REFERENCES

1. *Afsaneh, L. A. (2005). The Role of Personality and Identify Factors in Stress Perception. In Srivastava, S. K. (Ed.). Applied and Community Psychology: Trends and Directions, Vol. 2, New Delhi, Sarup and Sons.*

2. *Aldao, A., & Nolen-Hoeksema, S. (2010). Specificity of cognitive emotion regulation strategies: A transdiagnostic examination. Behaviour research and therapy, 48(10), 974-983.*

3. *Aldao, A., Nolen-Hoeksema, S., & Schweizer, S. (2010). Emotionregulation strategies across psychopathology: A meta-analytic review. Clinical psychology review, 30(2), 217-237.*

4. *Anderson, L. P. (1991). Acculturative stress: A theory of relevance to Black Americans. Clinical Psychology Review, 11(6), 685-702.*

5. *Ang, R. P., & Huan, V. S. (2006). Relationship between academic stress and suicidal ideation: Testing for depression as a mediator using multiple regression. Child psychiatry and human development, 37(2), 133.*

6. *Anisi, J., Salimi, H., Mirzamani, M., Reisi, F., & Niknam, M. (2007). A survey study on behavioral problems in adolescence. Journal of Research in Behavioral Science, 1(2), 163-70.*

7. *Annalakshmi, N. (2007). Resilience in relation to Extraversion Introversion, Psychoticism and Neuroticism. Indian Journal of Psychometric & Education, 38, 51-55.*

8. *Annalakshmi, N., & Abeer, M. (2011). Islamic worldview, religious personality and resilience among Muslim adolescent students in India. Europe's Journal of Psychology, 7(4), 716.*

9. *Shah, K. A. L. A. G. I., and P. O. O. J. A. Shah. "Academic stress taking a toll on management post graduates: A myth or reality." International Journal of Research in Business Management 3.2 (2015): 11-22.*