"Relation of Academic Performance and Academic Stress of School Going Students"

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ABSTRACT

Education is derived from Latin word' Educare' which mean' to lead out'. education is a systematic process through which child acquired knowledge ,skill and sound attitude. to make an individual civilised culture and educated for a civilised education is the only means. education does not have a different definition of a universal acceptance. these diverse meanings corresponds to the many functions of education. Education is the process of developing the capacities of the individual so as to prepare the individual to the successful in a specific society .education begins at birth and continue throughout life. education is a word with the so many meanings .it cannot be defined using single sense we here speak about formal education.

Keywords: Academic Performance, Stress, Academic Stress

ACADEMIC PERFORMANCE

Academic Performances are outcomes that indicate the extent to which a person has been able to attain specific goals across different subjects and acquiring knowledge and understanding in a specific intellectual domain which include literature, science, history, geography etc. As school learning includes development of subject specific knowledge along with the development of critical thinking

Academic Performance encompasses different domains of learning. Academic Performance is a multifaceted concept, the measure of which depends on indicators used to measure it.

Academic Performance as measured by the marks achieved by students at the end of each academic session or by standardized assessments as one completes school education which determines whether students will have the opportunity to continue their higher education. So, Academic Performance over a period of time and the consequent educational degrees one attains influences one's vocational career after education. Academic Performance is important for an individual and equally important for the nation, as, the wealth of a nation and its prosperity depends on the human resources created by the system is measured in terms of Academic Performance.

A gap between a student's academic performance and his/her expected performance is referred to as diverging performance.

Any performance below the expected performance is called unsatisfactory academic performance.

FACTORAFFECTING ACADEMIC PERFORMANC

Competence, self-efficacy and time management ,parents level of education, teachers expectations, home environment, income level of family, school environmentare some of the factors that affect an individual's Academic Performance as follow.

Competence:-kleijin is of the opinion that students with better academic competence would probably have better Academic Performance.

Self-Efficacy:- Self efficacy is the feelings of people about themselves and it also plays a vital role in academic achievement . Having high self-efficacy is very important in academic environment as students who feel positive about themselves are psychologically more resilient and succumb less to various pressures including stress related to academics. Brown and Larkin are of the view that high self efficacy has positive impact on effort, persistence and perseverance. self efficacy is the strongest forecaster of Academic Performance.

Time management:- Time management skills include having a study plan in advance, work prioritization and following time schedules. Hijaz and Naqvi is of opinion that proper time allocation for study has a significant influence on Academic Performance in the sense that longer duration of time allocation in studies improved performance score.

Learning style:- Entwisted have shown that following correct learning styles have a positive impact on Academic Performance. It is thus important for teachers to device specific learning approaches for the students and guides them to adopt his or her preferred learning style.

Education, health and family support :- Family characteristics like educational level of the parent, family income or the financial health of the family, parent support and educational expectation influences student's Academic Performance. Eccles and Harold are of the view that active participation of the parents in the education of their child plays a vital role in a student's Academic Performance. Hijaz and Naqvi indicate that the level of education of mother exerts the strongest influence on academic achievement of a student as compared to the level of education of father or other members in the family .

Income level of family:- The study also indicated that students from families having higher income level perform academically better as compared to students coming from families having lower income bracket. On the other hand, Hijaz and Naqvi found that there exists negative relationship between students' family income and their Academic Performance.

School environment:- Studies has investigated the importance of the school environment on students' Academic Performance and it is accepted that factors in the school surroundings may hamper or support student's development and Academic Performance.

Teachers expectations ;-teacher expectation plays a significant role in determining how well a student learn and perform. As a teacher starts to believe in students, the students believe in themselves and this augurs well for students whose confidence makes them perform on higher scale. So it is very much essential that teachers project an attitude to the students that they are all eager learners so that students are encouraged by the attitude of the teacher and becomes more eager learner.

DEFINITIONS

Srivasatava Shruti,2018 academic performance is the evaluation of acquired knowledge that is indicated through marks allocated by a teacher and/or achievement of educational goals over a specified period .

Alberto D. Yazon, Karen Ang-Manaig, John Frederick B. Tesorao 2018suggested that academic performance is focused on student's observable and measurable behavior within a specific time. It includes scores obtained by a student in assessments like classroom activities, class tests, mock examinations, and end-of-semester examinations.

STRESS
It is difficult to define stress, as its meaning is different to Different people. Some scientists see stress as anyexternalstimulus that causes wear and tear, such as the pressure to perform at work.Stress is how individual's body response to pressure caused by a particular situation, such as a test, that requires you to adjust or respond.

An individual is said to be stressed when the stimulus events disturb the environment and exceed his capacities/ adaptive resources to cope with the demands of the situation.Stress occurs when an individual faces a situation that he perceives as overwhelming and the hazards are beyond his coping strategies.

The term 'Stress' is derived from Latin word 'stringere/ strictiare' (draw tight) and from the French word 'estrecier' (to subject someone to force or compulsion); and was first used as an English word to resemble distress, adversity, oppression, hardship and adversity in the 17thcentury A.D (Online Etymology Dictionary). During 19th Century A.D.

Definitionsof stress:-
Andrews & Wilding (2004), who have defined stress as the perception of discrepancy between environmental demands (stressors) and individual capacities to fulfill these demands.

Israel Gabriel Msengi (2007) defined stress as the pattern of responses made by an organism to stimulus events that disturbs its equilibrium and taxes its ability to cope.

ACADEMIC STRESS
Stress has become part of students' academic life due to the various internal and external expectations placed upon their shoulders. Adolescents are particularly vulnerable to the problems associated with academic stress as transitions occur at an individual and social level. According to Fink children and adolescents become anxious about many things, but youths become particularly stressed by difficult family and school situations. So we can say that Academic stress is the product of a combination of academic related demands that exceed the adaptive resources available to an individual. If a student is unable to cope effectively with academic stress, then serious psychosocial-emotional health consequences may resultby the custodians of the institutions.

There are a number of stressors faced by students but academic stress emerges as the most significant among all.Academic matters are among the most important sources of chronic and sporadic stress for young people in both Western and Asian countries but students from Asian countries have to bear a heavier burden of learning and thus experience more stress than their western counterparts.

DEFINATIONS OF ACADEMIC STRESS:-
Sibnath Deb, Esden Strodl, Jiandong Sun.2015 Academic stress is a type of distress among students and is rooted in the cultural and system level contexts.

Malhotra Taruna, and Mahashevta.2017,Academicstressors for elementary grade students; general adolescent problems, peer problems and family disturbances were the primary academic stressors for junior high school students; whereas future prospects, peer problems and school problems were the primary academic stressors for high school students.

STATEMENT OF THE PROBLEM
*"*Relation of academic performance and academic stress of school going students*"*

OPERATIONAL DEFINITIONS OF KEY TERMS
Academic performance-Academic performance is the result of learningprompted by the teaching activity by the teacher and produced by the students.
Academic stress-As the body's response to academic –related demands that exceed adaptive capabilities of students.

OBJECTIVE OF THE STUDY
- To study the academic performance of school going students.
- To study the academic stress of school going students.
- To study the academic performance of school going students in relation to their gender.
- To study the academic stress of school going students in relation to their gender.
- To study the co-relation of academic performance and academic stress of school going student

DELIMITATION OF THE STUDY
The study will be delimited to +1 class students only**.**

HYPOTHESIS OF THE STUDY
●There exist no significant difference in the academic performance and academic stress of school going students in relation to their gender.
●There exist no significant difference in the academic performance and Academic stress of school going students in relation to their locality
●There exist no significant relationship of academic performance and academic stress of school going students.

METHODOLOGY

Research design is needed because it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible yielding maximal information with the minimal expenditure of efforts, time and money .just As for better economical and attractive construction of house we need a blueprint (or what is

commonly called the map of the house) well thought out and prepared by an expert architect, similarly we need a research design or a plan in advance of data collection and analysis for over a research project.

SAMPLE OF THE STUDY

sample is a small proportion of population selected for observation and analysis .it is the representative of the population .this sample for the present study comprises of total 160 senior secondary school students where 80 boys and 80 girls were taken from various senior secondary schools of distinct fazilka within the range of +1 class. sampling is fundamental to all statically methodology of behavioural and Social Research. as we know sampling is the part of strategy of research. it is a very difficult task to collect data from the entire population .the researcher has used the sample random sampling method to select the district and school from where data has been collected.

Table :1.1 Showing the distribution of sample according to the district

Name of district	No .of male students	No . Of female students	Total no of students
Fazilka	80	80	160
Total	80	80	160

Table 1.2 Showing the distribution of sample according to the locality

	Urban	Rural
No of females	40	40
No of males	40	40

TOOLS TO BE USED
1)Academic stressor inventory by Sinha, Sharma and Mahendra .
2)previous annual exam marks were used to assess the academic achievement of students.

STATISTICAL TECHNIQUE
In the present study to analyze the data, statistical methods such as descriptive statistical methods (e.g. graphs, mean and standard deviation) and inferential statistical techniques (e.g. coefficient of correlations to analysis of demographic data, independent t-test to compare of the pre-post mean scores between experimental and control group; repeated measure analysis of variance to assess the effects of academic stress on students academic performance .

ANALYSIS AND INTERPRETATION OF DATA
This chapter deals with the description, analysis and interpretation of the data. the objective set the present study influenced of various hypothesis .the present study aimed at investigating the Academy stress of senior secondary school students relation to their academic performance. the hypothesis were tested ,data was interpreted and systematically present in this chapter .keeping in view the objectives of the study

OBJECTIVE OF THIS STUDY
The study has been designed to attain the following objectives:
1)To know the relationship between academic stress and academic performance of senior secondary school students.
2) to study the academic stress and Academy performance of senior secondary school students in relation to their gender.
To assess the Academy stress and academic performance of senior scandal school students in relation to their locality.

HYPOTHESIS OF THE STUDY
Following hypothesis were formulated for this study
●There is no significant difference in mean score of Academy performance off senior secondary school students on the basis of their gender
●there is no significant difference in the mean score of academic performance of senior secondary school student on basis of their location of school
●There is no significant difference in academic stress of senior secondary school students on the basis of their gender
●There is no significant difference in academic stress of Senior secondary school student on the basis of their location of school .
●There exist no significant relation between the academic stress and the academic performance of the senior secondary school students

TESTING OF THE HYPOTHESIS

After determining the interrelation between the variables used in the present study the researcher classified the sample in two different groups on the basis of their demographic divisions namely general locality, type of school and steam. all these groups were compared to find out the significance of difference between them. the result are being presented in the following tables

Hypothesis 1 (H01): There is no significant difference in mean score of Academic Performance of secondary school students on the basis of their gender.

Table 4.1: Group statistics of t-test for hypothesis 1

	Gender	N	Mean	Std.deviation	Std. Error mean
Academic performance	Female	40	62.54	13.94	.783
Academic performance	Male	40	58.36	14.25	.585

Phrasing necessary results: Assuming equality of variance, it has been found the Significance level or p-value = .000 for two-tailed distribution, therefore .000/2 or.000 for one-tailed distribution; that is less than .05.t-value = 4.245

An independent sample t-test comparing the mean score of Academic Performances of male students to the mean score of Academic Performances of female students found asignificant difference between the means of the two groups {t (908) = 4.245, p < 0.05}.The mean of the male students group was significantly lower (m = 58.36, sd = 14.257)than the mean of female students group (m = 62.54, sd = 13.942).

Therefore, the null hypothesis H01 is rejected and it is accepted that there is asignificant difference in mean score of Academic Performance of secondary school student son the basis of their gender.

Hypothesis 2 (H02): There is no significant difference in mean score of Academic Performance of secondary school students on the basis of their location of school.

Table 4.2: Group statistics of t-test for hypothesis 2

	Locality of school	N	Mean	Std. Deviation	Std. Error mean
Academic performance	**Urban**	40	62.46	13.62	**.696**
Academic performance	**Rural**	**40**	**57.79**	14.44	**.637**

Phrasing necessary results: Assuming equality of variance, it has been foundthat Significance level or p-value = .000 for two-tailed distribution, therefore .000/2 or.000 for one-tailed distribution; that is less than .05.t-value = 4.960An independent sample t-test comparing the mean score of Academic Performances ofurban students to the mean score of Academic Performances of rural students found significant difference between the means of the two groups {t (908) = 4.960, p < .05}. Themean of the rural students group was significantly lower (m = 57.79, sd = 14.448) than themean of urban students group (m = 62.46, sd = 13.627).

Therefore, the null hypothesis H02 is rejected and it is accepted that there is asignificant difference in mean score of Academic Performance of secondary school studentson the basis of their location of school.

Hypothesis 3 (H03): There is no significant difference in Academic Stress ofsecondary school students on the basis of their gender.

Table4.3 : Group statistics of t-test for hypothesis 3

	Gender	N	Mean	Std. Deviation	Std. Error mean
Academic Stress	**Female**	**40**	76.87	11.62	. 653

Academic Stress	**Male**	**40**	77.89	12.305	**.505**

Phrasing necessary results: Assuming equality of variance, it has been found Significance level or p-value = .000 for two-tailed distribution, therefore .000/2 or.000 for one-tailed distribution; that is less than .05.t-value = │-1.210│ = 1.210, which is less than the table valueAn independent sample t-test was calculated comparing the mean score of Academic Stress of the male students to the mean score of Academic Stress of female students. No significant difference was found {t (908) = -1.210, p < 0.05}. The mean of the male studentsgroup (m = 77.89, sd = 12.305) was not significantly different than the mean of femalestudents group (m = 76.87, sd = 11.620).
Therefore, the null hypothesis H03 is retained which means that there is no significantdifference in Academic Stress of secondary school students on the basis of their gender

Hypothesis 4 (H04): There is no significant difference in Academic Stress ofsecondary school students on the basis of their location of school.

Table 4.4: Group statistics of t-test for hypothesis 4

	Locality of school	**N**	**Mean**	**Std.deviation**	**Std. Deviation mean**
Academic Stress	**Urban**	40	79.21	12.801	.644
Academic Stress	**Rural**	40	76.24	11.330	.499

Phrasing necessary results: Assuming equality of variance, it has been found Significance level or p-value = .000 for two-tailed distribution, therefore .000/2 or.000 for one-tailed distribution; that is less than .05.t-value = 3.701An independent-samples t-test comparing the mean score of Academic Stress of urban students to the mean score of Academic Stress of rural students found a significant difference between the means of the two groups {t (908) = 3.701, p < .05}. The mean of the rural students group was significantly lower (m = 76.24, sd = 11.330) than the mean of urban students group (m = 79.21, sd = 12.801).
Therefore, the null hypothesis H04 is rejected and it is accepted that there is asignificant difference in Academic Stress of secondary school students on the basis of theirlocation of school.

Hypothesis 5 (H05): There is no significant mean difference among different levels of Academic Stress on the Academic Performance.

Table 4.5: Correlation between Academic Stress and Academic Performance

Variable		**R – value**	**Level of sig**	**Remarks**
Academic Stress	**Person correlation**	**-0.152**	**0.00**	**P>0.01**
Academic performance	**Person correlation**	**-0.152**	**0.00**	**P>0.01**

Correlation is significant at the 0.01 level
One-way ANOVA was computed comparing the Academic Performance score ofstudents withAcademic Stress . A significant difference wasfound among the Academic Stress of student {F (7,902): 5.456, p < .05}.Therefore, the null hypothesis H05 is rejected which implies that there is significant mean difference among different levels ofAcademic Stress on the criterion of Academic PerformanceA Pearson correlation coefficient was calculated for the relationship between students'academic performance and academic stress. A negative correlation was found (r: -0.152, p <.01), indicating a linear relationship between the two variables. More stressed student tends toshow less academic performance.

FINDING OF THE STUDY

- The mean marks of the male students group were significantly lower than the mean marks of female students group. Thus, there is statistically significant difference in mean score of Academic Performance of secondary school students based on their gender .
- The mean score of the rural students group was significantly lower than the mean score of urban students group. Thus, there is statistically significant difference in mean score of Academic Performance of secondary school students on the basis of their location of school.

- Based on gender of students, it is observed that more percentage of female students have low and moderate Academic Stress and more percentage of male students have severe Academic Stress. But, it is not found to be statistically significant.
- Based on their location of school, it is observed that more percentage of rural students have low and moderate Academic Stress and more percentage of urban students havesevere Academic Stress. But, it is not found to be statistically significant.
- The female students with low Academic Stress level performed significantly higher than all other students. The female students with moderate stress level performed significantly higher than the male students with similar level of Academic Stress. The male students with low level of Academic Stress and male students with moderate level of Academic Stress performed significantly higher than the male students with high level of Academic Stress. Thus, a statistically significant mean difference is observed among different levels of Academic Stress and gender on the criterion of Academic Performance.
- The rural students with moderate stress level performed significantly lower than the urban students with low level of Academic Stress and urban students with moderate level of Academic Stress. The rural students with high Academic Stress level performed significantly lower than the urban students with low level of Academic Stress and urban students with moderate level of Academic Stress. So, a statistically significant mean difference among different levels of Academic Stress and locality of school on the criterion of Academic Performance is found.

CONCLUSION

The study shows that Academic Stresshave a significant impact on the Academic Performance of learners. Lower level of Academic Stress is also detrimental to good performance, and better Academic Performance is achieved by students having lower level of Academic Stress.

From the present study, it is found that the female students performed significantly better than their male counterparts.

Based on locality of school, the Academic Performance of urban students was significantly better than that of the rural group. The location of school also significantly affects the severity of Academic Stress as it is seen that more percentage of rural students have low and moderate Academic Stress and more percentage of urban students have severe Academic Stress. The severity of the components of Academic Stress vary and depending on their impact and it can be inferred that parental expectation is the most severe stressor followed by stress due to performance anxiety and stress due to school environment.

A significant negative correlation relationship is found between the level of Academic Stress and Academic Performance with respect to the variables of gender and locality of schools and an increase in level of stress (from low to moderate or from moderate to severe) leads to a reduction in the level of Academic Performance.

Moreover, girl students facing the same level of stress as boys are found to perform significantly higher academically which leads to a belief that girl students have better stress coping mechanism than boys.

Similarly, the urban students facing the same level of stress as rural students are found to perform significantly higher academically which leads to a belief that urban students have better stress coping mechanism than rural students. It is noteworthy that there is no statistically significant difference among different levels of Academic Stress based on gender

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