



IMPACT OF ACADEMIC STRESS ON PERFORMANCE OF HIGHER SECONDARY SCHOOL STUDENTS IN BILASPUR CITY

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Abstract

Stress management embodies techniques to prepare a person with effective coping tools for dealing with psychological stress. Students have different opportunities, goals and values that they want to achieve, which is only possible if they are incorporated with that of the institution. The necessary motives of this study are to explore the stress impact on the students' academic performance. Stress has an important role in student's academic performance. In this study the emphasis is on the negative impact of stress on the student's academic performance. The focus of this study were to explore; firstly, the kind of stress associated with student's performance; secondly, to examine the impact of academic stress on the performances of students; and thirdly, distinguish the impact of academic stress on the performances of both gender students.

Keywords: *Coping tools, different opportunities, academic performance, psychological stress, goals and values.*

I. INTRODUCTION

Stress could be the main source of difficulties for the academic achievements of their future life. Academic pressure is one of the issues that grounds failure amid the students. Stress is that response of mental and action through signaling of hormones, the observation of danger sets off a reflex reaction system, known as the fight or flight response. Generally, stress means two things, the psychological insight of pressure, and the body's reaction to it, on the other, which comprises multiple systems, from breakdown to muscles to memory. Stress is a lot of anticipation from self. Stress is the sense of strain and pressure. Stress is a threatening feeling.

(Cohen et al., 1997).¹



Psychological stress arises when an individual observes that environmental demands duty or Overdo their adaptive capability. Stress give rise to psychological disorders that may result asdownstream (Jex, 1998).² Many unlike things can be the reason of physical stress, such as fear ofsomething dangerous or emotional, such as anxiety about your family or work and a poor consequencein the study. This is a response to things about you that give rise to stress (Manuel et al.,2003).³ It is vital to note that stress can have both negative and positive impact on students.

Academic performance is the scholastic aim that's achieved by a student, teacher or establishment achieves over a particular time. The academic performance of students greatly depends upon the parental participation in his/her academic activities to achieve the higher level of quality in academic success. The students are relatively emotional particularly females. They take stress in each and everything at school level. Lots of issues that influence in their study such as present pressure, teacher's perspective towards their study, home strictness, future and job tensions (Hussain et al., 2012).⁴

I.I OBJECTIVESOF THE STUDY

- To find out the stress factors which affect the students' performance.
- To distinguish the impacts of stress on the academic performances of male and female students.

I.II HYPOTHESES OF THE STUDY

- There is no significant impact of academic stress on performance of male and female students.
- There is no significant impact of academic stress on performance of students.

II. REVIEW OF LITERATURE

Gunnar (1998),⁵ outlined the cause of educational stress is the fearand stress that arises from schooling and education. There's often a plenty of compressions that comes in conjunction with following a degree and one's education. There is assignment, tests, labs, reading, and quizzes. There's the strain of doing all of the work, managing the time and finding time for extra-curricular activities. educational stress is especially tough on school students who areoften living



far from home for the first time. Study reveals that teachers assume that the work to finished on time. Students may misjudge the amount of time it takes to complete reading and writing activity, to print out replicas of their work. Stress and its displays, like stress, depression, and tension, have constantly been seen as a common problem amid people in different businesses and occupations. In the previous times, the alarm has motivated by the proliferation of books, analysis reports, standard articles and the increasing number of organized workshops, focusing to teach people how to handle with this individuality.

Researchers are arbitrarily in their actions on this subject, in some cases relating and unique in others. Whereas one can say that each stress factor has immediate effects, each may have side effects. For instance, time pressure limits the time accessible for the success of a selected task. This limit may be a physical limit that doesn't need psychological clarification to sympathize with its immediate effects on achieving performance. This limitation, however, often causes associated emotional reaction, for instances nervousness that has indirect effects on success. Given the effort of undoing these two extensions and scarceness in which this was done in the main literature (Trokel et al., 2000).⁶

While Baumeister and Exline (2000)⁷ explanation of stress provides a complex concept of stress, it says very little regarding how stress affects human academic and different performance. There is vital disparity among researchers regarding the direct and indirect properties of many suppose various factors that need to create stress in any condition. Direct stress special effects are those felt by the mission capability alone unrelatedly of any psychological stress that will even be generated. Rees and Redfern (2000)⁸ in their paper find out that indirect stress effects develop from psychological stressors associated with activity load requirements. There's an acceptable line that's mutual with these two, and they will occasionally not be differentiated. This information built their departure and measurement particularly difficult.

Bandura (2001)⁹ it is likely to learn an assignment and however perform poorly in it. Academic success effect on the students as a result you get success in their academic achievements then students feel relax and full confidence in their study. Further factors, other than the learning method and suffering have the potential of persuading academic performance on activity.



Tepas and Price (2001)¹⁰, in their paper explained stress can be observed as, an agent, condition, situation, or variable that disturbs the regular functioning of the individual. Stress is additionally understood as an impact that's the troubled state itself. This branching which means is doubtfully the utmost elementary source of the confusion adjoining the stress concept. The stress response will solely result from the person perceives the situations or assignments as a stressor. Various demands or stimuli may be mentioned as a stressor and should be showing emotion or psychological in nature. People understand events otherwise, and the same event might cause various stress responses from different individual.

Masih & Gulrez, 2006,¹¹ Academic stress results when academic connected demands exceeds to those offered resources to the people to which they adapt. (Wilks, 2008). And this stress should not be ignored as it negatively affects the final adjustment of the students. (Hussain, Kumar, & Husain, 2008).¹²

(Wilks, 2008),¹³ admission method, high expectation of parents, curriculum comprised of complicated thoughts, inapt school timings, student-teacher unbalanced ratio, physical setting of classroom, unhealthy student teacher communication, cast iron rules of discipline, too many or difficult assignments, teaching methodology, unconcerned teacher's approach and exaggerate on weaknesses instead of recognising strengths

III. RESEARCH METHODOLOGY

This study was descriptive in nature. Descriptive research focuses on how what or what exists to some prior event that has influenced a current situation or event. In this study, data was collected through questionnaires in order to evaluate and explain the common features. This study was limited to Bilaspur city of Chhattisgarh. The factual of studies was collected from the different higher secondary schools of Bilaspur city of Chhattisgarh. From this population the researcher has taken a sample of (n=10) higher secondary schools of Bilaspur city of Chhattisgarh. The respondents were further divide (n=10) secondary schools into two group (n=5) males and (n=5) female secondary schools. The researcher has taken (n=15) students from each secondary school

selected as sample. For this study stratified convenient sampling technique was used for data collection.

IV. RESEARCH FINDINGS

TABLE 1. Distribution of the Sample (Combined)

Type of school	Gender	Class	school 1	school2	school3	Total
Private	Male	11th	75	73	74	222
	Female	11th	75	73	74	222
Total			150	146	148	444

After through study of review of literature, a questionnaire was developed to study the impact of academic stress on performance of higher secondary students in bilaspur city. Section-A contains demographic information such as gender. Section-B consists of 52 questions. Students' academic stress questionnaire (SASQ) was designed for gathering data about independent variable. Five-point Likert scale (from strongly disagree to strongly agree) was used. The value of Cronbach alpha was 0.840, which shows high level of reliability of the scale (questionnaire). Afterward, data was analyzed. Statistical package for social sciences was used for analysis of data and to investigate out the frequencies, Percentage and Mean score value. The result of paired Regression was tested on the basis of statistically significance level of 0.05.

Table 2. T-Test Results Comparing The Impact Of Stress On Male And Female Students

Group Statistics					
Statements	Gender	N	Mean	T	P value
Teacher Stress	Male	222	4.502	-0.237	0.729
	Female	222	4.507		
Academic Result	Male	222	4.537	0.728	0.343
	Female	222	4.514		
Family Pressure	Male	222	4.331	0.489	0.587
	Female	222	4.231		
Future Stress	Male	222	4.402	-1.412	0.105
	Female	222	4.460		

Table 2 illustrates that independent sample t-test was running out gender wise the impact of academic stress on performance of higher secondary students in bilaspur city. The result of above table indicates that significant noticed between male and female students on impact of stress. The teacher stress t-value is -0.237 and p-value is 0.729. The academic result t-value is 0.728 and p-value is 0.343. The home strictness t-value is -0.116 and p-value is 0.907. The family pressure t-value is 0.489 and p-value is 0.587. The Future stress t-value is -1.412 and p-value is 0.105. The result illustrates that there is no impact of stress among male and female students. This result evaluated that same issues impact on student's academic performance.

Table 3. Impact of stress on student's academic performance

Dependent Variable	Independent Variable	B	t	Sig	F	R	R Square
Students Performance	Stress	0.776	7.235	0.000	753.75	0.759	0.613

Table 3 demonstrates that impact of academic stress on performance of higher secondary students in bilaspur city. The ($F=753.75$, $p=.000$) value is significant. The value of independent variables denotes that one-unit increase in independent variable will increase ($B=0.776$) in dependent variable. The value of ($t=7.235$, $p=.000$) is also significant.

V. Conclusions

On the base of data gathered, following conclusion was made:

Most of the teachers give punishment to the students in a classroom on their mistakes. Majority of teachers don't give feedback to the students properly, which can be useful to overwhelm their weakness and shortcomings. The teachers should encourage their students and should give personal attention in the classroom. Majority of the teachers frequently fail to clear the objective of the chapter during class that creates a great problem to understand the objectives and the same in future put the student under stress at the final or in mid-terms exams. They don't have a method to teach that's main fault to generate stress amid students. Most of the teachers point out wrong answers and provide number of exercise and tests to the students; but, they don't demonstrate them on the paper while teaching in class room. Mostly the teachers don't have understanding of the teaching content properly while their lectures. The teachers don't want to



hear the ideas of the occurred during the lectures which create bad effect on their learning abilities. Students raised volume about the communication gap amid teachers and students and by eradicating the communication gap, often a healthy environment can be created for a conversation with students inside the classroom. The teachers with their socio economic status effects the students learning. Usually the students criticise that they don't get a chance to meet their teacher in free time for studying purposes grasp the true meanings of the lectures conveyed. Students also responded that they feel honored that their teachers treat them equally within the classroom and outside the classroom.

VI. RECOMMENDATIONS

The present study was conducted to find out the impact of academic stress on student's performance of higher secondary school students and eliminate thereof amid them is biggest cost of success. Stress scores equal result amid male and female students. Results of this research reveals that the teacher can play an important role in eradicating student's academic stress. To minimize the impact of academic stress on students' performance in higher secondary schools, all those who are involved have to work on the matter seriously. The teachers should offer good teaching methods to enhance the learning skills and concepts to students. Seminars and workshops should be organized so that conventional as well as new methods of teaching be discovered. The teachers should not pressurize the students for tuition. The teacher should give proper instructions regarding exams and tests. Family members and parent have key role in students' academic performance. Parents should give all requirements of the school and also to keep track of their children's academic and non-academic activities. The gap between teachers and students may be overcome by calling the Parents' meeting frequently specially once in a month. Some extra period must be arranged in which teachers and students may have extracurricular activities in order to overcome the gap so that they can understand that their teachers are their well-wishers. Besides, parents should support their children in doing homework. Parents should check the schoolwork of the children to provide an impression to solve the difficulties being faced by them in their studies. Qualified, knowledgeable, well-behaved and skilled teachers are the important basis to assure the input of qualitative education. The students must be aware with the related topics during their examinations and tests keenly



and competently. Both parents and teachers play a vital role in student's life for setting a convincing role for future professional as well as personal life in order to have a prosperous and well skilled persona.

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