



INTERNATIONAL JOURNAL OF ADVANCE RESEARCH, IDEAS AND INNOVATIONS IN TECHNOLOGY

ISSN: 2454-132X

Impact Factor: 6.078

(Volume 8, Issue 1 - V8I1-1281)

Available online at: <https://www.ijariit.com>

Academic Achievement on Psychological Stress of Higher Secondary Students in relation to Gender and Locality of Students

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ABSTRACT

Students in higher secondary education settings face a wide range of ongoing stressors related to academic demands. Previous research indicates that academic-related stress can reduce academic achievement, decrease motivation and increase the risk of school dropout. This data demonstrates that academic achievement are a significant source of stress to students. The objective of the study was to find out whether there is any significant difference between psychological stress and its dimensions with respect to gender and locality of students. Approximately 188 students as samples were taken for the study. The sample was delimited to higher secondary students Chengalpattu district is taken for the study. The descriptive survey method was used in this study. The investigator used Psychological Stress Scale which was developed by (Rangasami P, 2018). To find out the academic achievement, the researcher prepared a self-made standardised tool. This study used percentage analysis, 't' test and correlation using SPSS package for analysing the data. The findings of the study is that (i) majority of the higher secondary students have a moderate level of academic performance with reference to background variables (ii) there between boys and girls in their psychological stress and its dimensions such as depression, perceived stress, self-esteem and academic achievement. (iii) there is significant difference between students locality is rural and urban with respect to academic achievement. (iv) there is significant positive correlation exist between psychological stress and its dimensions such as depression, perceived stress, self-esteem and academic achievement of higher secondary students with respect to gender.

Keywords: Academic Achievement, Psychological Stress, Higher Secondary Students

1. INTRODUCTION

In this research paper, focus is on psychological stress on academic achievement, and commonly interested in knowing the situations in which students live. Academic stress can be defined as any stress associated with school. Specifically, stress that occurs in an academic environment and affect students at any educational level. Academic environments can be highly competitive, and students must rely on their coping abilities to handle school-related stress successfully. Teenage is a crucial stage that has many changes, and it must be carefully looked into if teenagers are to develop properly. Although some of the problems of adolescence do not happen in school environment, they may still effect students' academic achievement. However, not all sources of stress are academic, depression, perceived stress, self-esteem and loneliness have also been identified as important stressors. To prevent negative outcomes associated with stress teachers and parents must measure students' stress to help those in need improve their coping strategies so they can manage stress and thereby improve their quality of life. In this study, the investigator examined higher secondary students at Chengalpattu district of Tamilnadu.

2. SIGNIFICANCE OF THE STUDY

Psychological stress is a crucial problem in students' life. The present education system has burdened the students with lot of pressures such as examination fear, cut-throat competitions, vast curriculum etc. In addition, parents and peer pressure adds bitterness to their problems. Their happiness are curbed due to psychological stress. Consequently, it overloads their mental and physical resources and affect their use of skill and affects their academic performance. Students trying to attempt suicide due to stress is seen in many cases. It is accepted that good balanced mind would definitely improve the efficiency of learning thus effect the academic achievement. Although there are so many studies conducted on stress, there are still many aspects deserve more intensive and extensive studies to bring out the relevance and worth of studying of stress in recent time. The present study is very

much important as it covers the effect of psychological stress on academic achievement. The study will be useful to teachers, parents and to the students. It may develop new educational strategies and suggest programmes in school to create a beneficial environment to develop good health and to reduce psychological stress.

3. REVIEW OF RELATED LITERATURE

Venkateswar Meher & Laxmi Meher, (2021) found that there was no significant variations in the psychological stress of secondary school students with reference to their gender, caste, and locality. no significant interaction influence among gender, caste, and locality on the psychological stress of higher secondary school students. Kala (2018) found that both gender preferred family environmental factors as a cause for their stress. Teachers are of the opinion that exam pressure, time management and behavior of students are the major factors that create an increase in stress level. Sonali Channawar (2018) found that girls have high stress compare to boys because as a culture female are under pressure of expectation and demand of society. Study reveals that girls were found to be not much difference from boys on the measure of academic achievement.

4. OBJECTIVES OF THE STUDY

1. To find out the percentage level of academic performance with reference to background variables.
2. To find out the level of psychological stress and its dimensions with reference to gender and locality of students
3. To find out the significant difference between the mean scores of psychological stress of higher secondary students with reference to gender and locality of students.
4. To find out the correlation between academic achievement and psychological stress of higher secondary school with respect to gender and locality of students.

5. METHOD

Survey method was adopted for the study. The population of the study includes the higher secondary students in Chengalpattu district. Simple random sampling technique was used to select the sample. 188 students were randomly selected from five schools in this district.

6. TOOLS AND STATISTICAL TECHNIQUES

In order to collect data, a stress scale developed and validated by Rangasami. P. (2018) was used. The stress scale consisted of 59 items having four important components, i.e., depression (17 items), perceived stress (12 items), self-esteem (10 items), and loneliness (20 items). The scale included both negative and positive items. Academic Achievement Scale consists of 25 items of grammar which is taken from 12th standard English grammar syllabus. The items of the scale were in English language, so whenever required, proper assistance was given to the students during its implementation. Percentage Analysis, t-test and correlation were used for analysis of data.

7. ANALYSIS

The obtained data were analyzed by using both descriptive and inferential statistical techniques based on the objectives. The data were analyzed and interpreted below.

Table:1(a): Level of Academic Performance with respect to background variables

Background Variables		Number	Academic performance (Binned)					
			Low		Moderate		High	
			Count	percentage	Count	Percentage	Count	Percentage
Gender	Boys	74	19	25.7	43	58.1	12	16.2
	Girls	114	17	14.9	77	67.5	20	17.5
Locality of Student	Rural	143	21	14.7	92	64.3	30	21.0
	Urban	45	15	33.3	28	62.2	2	4.4

The above table reveals that majority of the higher secondary students have a moderate level of academic performance with reference to background variables

Table : 1(b): Level of Psychological status of Higher Secondary students with respect to Gender

Dimensions	Gender	Count	Low		Moderate		High	
			No	%	No	%	No	%
Depression	Boys	74	16	21.6	50	67.6	8	10.8
	Girls	114	15	13.2	76	66.7	23	20.2
Perceived Stress	Boys	74	16	21.6	50	67.6	8	10.8
	Girls	114	17	14.9	70	61.4	77	23.7
Self-Esteem	Boys	74	19	25.7	51	68.9	4	5.4
	Girls	114	4	3.5	92	80.7	18	15.8
Loneliness	Boys	74	11	14.9	54	73.0	9	12.2
	Girls	114	19	16.7	70	61.4	25	21.9

The above table reveals that majority of the higher secondary students have a moderate level of psychological stress and its dimensions with reference to gender.

Table:1(c): Level of Psychological status of Higher Secondary students with respect to Locality of students

Dimensions	Gender	Count	Low		Moderate		High	
			No	%	No	%	No	%
Depression	Rural	143	25	17.5	91	63.6	27	18.9
	Urban	45	6	13.3	35	77.8	4	8.9
Perceived Stress	Rural	143	27	18.9	88	61.5	28	19.6
	Urban	45	6	13.3	32	71.1	7	15.6
Self-Esteem	Rural	143	17	11.9	105	73.4	21	14.7
	Urban	45	6	13.3	38	84.4	1	2.2
Loneliness	Rural	143	22	15.4	96	67.1	25	17.5
	Urban	45	8	17.8	28	62.2	9	20.0

The above table reveals that majority of the higher secondary students have a moderate level of psychological stress and its dimensions with reference to locality of students.

8. DIFFERENTIAL ANALYSIS (t-test)

Hypothesis :1

There is no significant difference between the mean scores of psychological stress of higher secondary students with reference to gender.

Table 2: Significant difference between the mean scores of psychological stress of higher secondary students with reference to gender

Dimensions	Variables	Count	Mean	SD	Calculated 't' value	Remarks
Depression	Boys	74	57.95	8.082	2.136	Significant
	Girls	114	60.68	8.896		
Perceived Stress	Boys	74	39.66	5.696	2.676	Significant
	Girls	114	41.98	5.881		
Self-Esteem	Boys	74	32.80	5.136	5.264	Significant
	Girls	114	36.98	5.445		
Loneliness	Boys	74	60.59	9.833	1.010	No Significant
	Girls	114	62.23	11.434		
Academic Achievement	Boys	74	10.70	4.693	2.878	Significant
	Girls	114	12.63	4.354		

S-Significant (At 5% level of significance the table value of 't' is 1.96) NS- Not Significant

The calculated 't' values for depression (2.136), perceived stress (2.676), self-esteem (5.264) and academic achievement (2.878) are greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between boys and girls in their psychological stress and its dimensions such as depression, perceived stress, self-esteem and academic achievement. It is also inferred that the calculated 't' value for loneliness (1.010) is less than the table value (1.96) at 5 % level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between boys and girls in respect to loneliness.

Hypothesis :3

There is no significant difference between the mean scores of psychological stress of higher secondary students with reference to locality of students.

Table 3: Significant difference between the mean scores of psychological issues of higher secondary students with reference to locality of students

Dimensions	Variables	Count	Mean	SD	Calculated 't' value	Remarks
Depression	Rural	143	59.83	8.959	0.636	Not Significant
	Urban	45	58.89	7.714		
Perceived Stress	Rural	143	41.13	6.122	0.263	Not Significant
	Urban	45	40.87	5.208		
Self-Esteem	Rural	143	35.77	6.117	1.876	

	Urban	45	33.96	3.802		Not Significant
Loneliness	Rural	143	61.99	10.719	0.904	Not Significant
	Urban	45	60.31	11.221		
Academic Achievement	Rural	143	12.45	4.637	3.144	Significant
	Urban	45	10.04	3.890		

S-Significant (At 5% level of significance the table value of ‘t’ is 1.96) NS- Not Significant

The calculated ‘t’ values for depression (0.263), perceived stress (0.263), self-esteem (1.876) and loneliness (0.904) are less than the table value (1.96) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between students whose locality are urban and rural in their psychological stress and its dimensions such as depression, perceived stress, self-esteem and loneliness. It is also inferred that the calculated ‘t’ value for academic achievement (3.144) is greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between students locality is rural and urban with respect to academic achievement.

Hypothesis : 4

There is no correlation between academic achievement and psychological stress of higher secondary school with respect to gender.

Table 4: Correlation between academic achievement and psychological stress of higher secondary school with respect to gender

Dimensions	Calculated ‘r’ value	Table value at 5% level	Remark
Depression	0.155*	0.13	Significant
Perceived Stress	0.193**		Significant
Self-Esteem	0.360**		Significant
Loneliness	0.074		No Significant
Academic Achievement	0.206**		Significant

It is inferred from the above table that, the calculated ‘r’ value are greater than the table value at 5% level of significance. Therefore, there is significant positive correlation exist between psychological stress and its dimensions such as depression (0.155), perceived stress (0.193), self-esteem (0.360) and academic achievement (0.206) of higher secondary students with respect to gender.

From the above table, it is found that the calculated ‘r’ value in respect of loneliness is less than table value (0.13). So there is no significant correlation exist between loneliness of higher secondary students with respect to gender.

Hypothesis : 5

There is no correlation between academic performance of higher secondary school with respect to locality of students.

Table 5: Correlation between academic performance of higher secondary school with respect to locality of students

Dimensions	Calculated ‘r’ value	Table value at 5% level	Remark
Depression	0.047	0.13	No Significant
Perceived Stress	0.019		No Significant
Self-Esteem	0.136		Significant
Loneliness	0.066		No Significant
Academic Achievement	0.225**		Significant

It is inferred from the above table that, the calculated ‘r’ value are less than the table value (0.13) at 5% level of significance. Therefore, there is no significant correlation exist between psychological stress and its dimensions such as depression (0.047), perceived stress (0.019) and loneliness (0.066) of higher secondary students with respect to locality of students.

From the above table, it is found that the calculated ‘r’ value in respect to self – esteem (0.136) and academic achievement (0.225) is greater than table value (0.13). So there is no significant correlation exist between self-esteem and academic achievement of higher secondary students with respect to locality of students.

9. FINDINGS

- Majority of the higher secondary students have a moderate level of academic performance with reference to background variables
- Majority of the higher secondary students have a moderate level of psychological stress and its dimensions with reference to gender.
- Majority of the higher secondary students have a moderate level of psychological stress and its dimensions with reference to locality of students.
- There found significant difference between boys and girls in their psychological stress and its dimensions such as depression, perceived stress, self-esteem and academic achievement.
- There found no significant difference between boys and girls in respect to loneliness.
- There found no significant difference between students whose locality are urban and rural in their psychological stress and its dimensions such as depression, perceived stress, self-esteem and loneliness.
- There found significant difference between students locality is rural and urban with respect to academic achievement.
- There found significant positive correlation exist between psychological stress and its dimensions such as depression (0.155), perceived stress (0.193), self-esteem (0.360) and academic achievement (0.206) of higher secondary students with respect to gender.
- There found no significant correlation exist between loneliness of higher secondary students with respect to gender.
- There found no significant correlation exist between psychological stress and its dimensions such as depression (0.047), perceived stress (0.019) and loneliness (0.066) of higher secondary students with respect to locality of students.
- There found no significant correlation exist between self-esteem and academic achievement of higher secondary students with respect to locality of students.

10. INTERPRETATIONS

It is inferred from the percentage analysis that the level of psychological stress and its dimensions of higher secondary students with respect to gender and locality are moderate. The 't' test reveals that there girls have more psychological stress and its dimensions such as depression, perceived stress, self-esteem and academic achievement. This may be due to the fact that girls feel that they have more responsibilities in future and pressurise themselves to overcome boys in academic achievement. With respect to locality, rural students are less in academic achievement compared to the students living in urban area. This may be due to the fact that students belong to urban areas are exposed to learn many things from various sources like internet facilities, library etc., All the educational institutions should create good learning environment for effective learning of students. Motivational programme, counselling should be arranged to minimise their psychological stress level.

11. RECOMMENDATIONS

- Improve the coordination and promotion of stress management resources.
- Promote an institutional culture that recognizes stress as a source of academic and social impairment.
- Enhance school-wide infrastructure and availability of physical spaces to support and promote stress reduction.
- Expand and diversify evidence-based therapeutic interventions for prevention and management of stress-related consequences.
- Increase opportunities for academic, social, and financial support. Reduce obstacles to the successful navigation of Examination system.

12. DELIMITATIONS

- The present study was delimited to higher secondary students of Chengalpattu district.
- The present study was delimited to the psychological stress of higher secondary school students.
- The researcher collected data only from 188 higher secondary students.
- Only four dimensions such as depression, Perceived stress, self-esteem and loneliness were used for this The psychological stress was operationally delimited to depression, perceived stress, self-esteem and loneliness of higher secondary students.
- The study has covered gender and locality of students as background variables.

13. CONCLUSION

Stress is an important component at this time to be considered. Stress is nothing but a discomfort situation for an individual while dealing with his environment. Stress can be environmental, social, or psychological. Among all the stages of life in adolescence stage, stress is unavoidable. In this period, stress at its highest, is due to various factors, as in this period, adolescence need to make many serious decisions related to life. The current study result revealed that students of higher secondary schools experienced stress, though it is on a moderate level. The findings are generalizable for the higher secondary boys and girls students and rural-urban locality.

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