

Effect of Academic Stress on Academic Achievement of B.Ed. Students



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Abstract

The national development of every country is linked with education. The technological advancement leads to globalization of whole world and education is playing significant role in promotion of knowledge. The technological advancement leads to liberalization, globalization and privatization of the whole world which no doubt paves the way for the development of the country but it also increases the competition for the individual. Each individual having unique capabilities, attitudes, potentialities reacts in a unique manner to the situations. Stress occurs when there is imbalance between the environmental demand and response of the individual, B.Ed students face a lot of stress in coping up with these environmental changes as sometimes they join this course because of failure in other fields and sometimes due to pressure of Parents. So the students are entrapped in the whirlpool of expectation and their own efforts and when they are unable to materialize these, they suffer a lot of academic stress which effects their academic achievement also. So efforts have been made to study the effect of effect of academic stress on academic achievement of B.Ed students.

Keywords: Academic Stress, Academic Achievement.

Introduction

The national development of every country is linked with education. The technological advancement leads to globalization of whole world and education is playing significant role in promotion of knowledge.

Stress occurs when there is imbalance between the environmental demand and response of the individual, B.Ed students face a lot of stress in coping up with these environmental changes. As many students do not get job after completing their graduation and post graduation. Also parents' choice or preferences force them to opt for certain courses in which they have no interest. So because of not meeting up to expectations of their parents or not getting job they joined B.Ed and sometimes it leads to academic stress and hence their academic achievement also.

Academic

According to Advanced Twentieth Century Dictionary

The term academic is related to an academy, education or other educational institution.

G.R. Hawes and L.S. Hawes

The Concise dictionary of education (1982), the word academic refers to the institutional system of formal education within a school, college or university; theoretical and not of practical importance; a scholarly person who works in higher education.

Stress

Although the concept of stress has an important place in psychology for many decades, this subject is relatively prominent in the field today.

This term originated in physical sciences and means **"A force/pressure in his efforts to maintain his original state and in the process suffer some degree of discomfort"**.

Sharma (1995)

"Stress is a force tending to deform a system".

Bector (1995)

"Stress is anything that imposes an extra demand on a child's ability to cope, often something that is new and different".

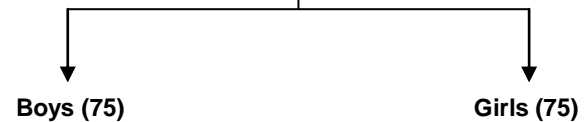
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3. Less the academic stress better will be the academic achievement.

Sample

The present study has been limited to B.Ed students of Jalandhar and Phagwara and total number of students under study is taken as 150.

Sample (150 Students)



Tools used

The following tools were used for the present study.

1. Scale of academic stress taken from Bisht Battery of Stress Scale, developed by Abha Rani Bisht, 1987.
2. For academic achievement the marks of students were taken from school records.

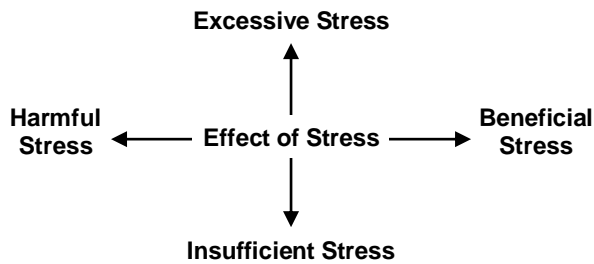
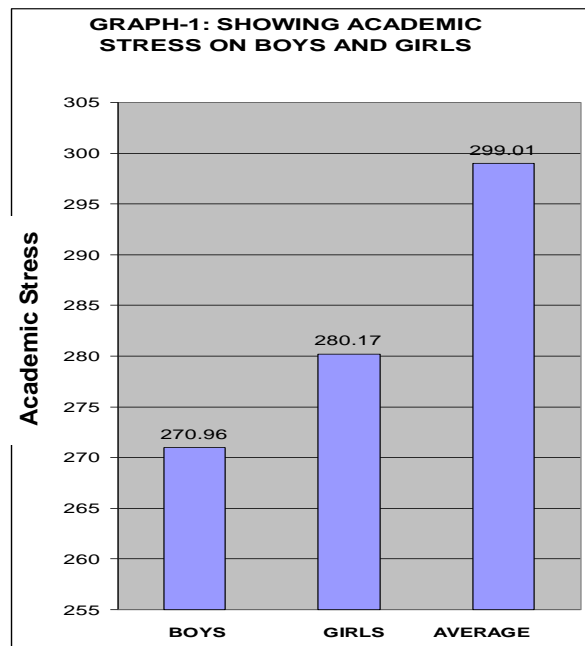
Analysis of Data

Table 1.1

Academic Stress Score of Boys and Girls

Category	N	Mean	S.D
Boys	75	270.96	47.58
Girls	75	280.17	43.22
Total	150	299.01	50.86

This table shows that mean of academic stress of all students is 299.01 with S.D 50.86 which means that B.Ed. students have average level of academic stress. This shows that school students feel moderate stress related to their studies. Academic stress score for boys is 270.96 with S.D 47.58. While the mean of academic stress score for girls is 280.17 with S.D 43.22. It means that both boys and girls have low level of academic stress.



Academic Stress

In a school situation an individual experiences greater pressure than his normal abilities and it may account for his success and failure.

According to Gupta and Khan (1987)

“Academic stress is a mental distress with respect to some specified frustration associated with academic failure or even awareness of the possibility of such failure.”

Achievement

Achievement is the knowledge or skill developed in the school subjects usually designed by test scores or marks assigned by the teacher. The word achievement implies the act of attaining a desired aim or level. Educationally the word achievement refers to an Individual’s performance up to desired level in a particular field

Hussain, M.Q. (1977) in his study “A study of academic attainment in relation to level of aspiration and anxiety”

The major aim of the study was to study the academic attainment of university students in relation to the level of aspiration and anxiety.

Mora de Jesus (1990) reported that ninth grade students with academic stress have low academic achievement and self esteem and was viewed by teachers as experiencing academic problems.

Justification of the Problem

It is of great importance to educators in general and teachers in particular to know why some students scores high in graduation and post graduation fails to cope with the B.Ed course while other who were not able to score well in graduation and postgraduation scores good in B.Ed course. There can be number of reasons for this but efforts has been made to study whether academic stress is one of the reason that students are not able to score well.

Statement of the Problem

Effect of Academic Stress on Academic Achievement of B.Ed. Students

Objectives of the Study

1. To study the academic stress among B.Ed students.
2. To study the academic achievement of B.Ed students.
3. To find out the effect of academic stress on academic achievement of B.Ed students.

Hypotheses of the Study

1. To Compare academic stress and academic achievement of boys and girls.
2. There exists a significant effect of academic stress on academic achievement of student.

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Table - 1.2
Academic Achievement Scores of Boys and Girls

Category	N	Mean	S.D
Boys	75	29.57	11.72
Girls	75	46.40	17.98
Total	150	37.99	20.13

This table shows that the mean of achievement score of all students is 37.99 with S.D 20.13 which means that B.Ed students have low achievement score.

The mean of achievement score of boys is 29.57 with S.D 11.72 while the means of achievement score of girls is 46.40 with S.D 17.98 respectively. This shows that girls have high achievement score as compared to boys.

Table - 1.3
Correlation between Academic Stress and Academic Achievement of Boys and Girls

Category	N	r	Correlation
Boys	75	-0.238	Negative
Girls	75	0.059	Positive
Total	150	0.031	Positive

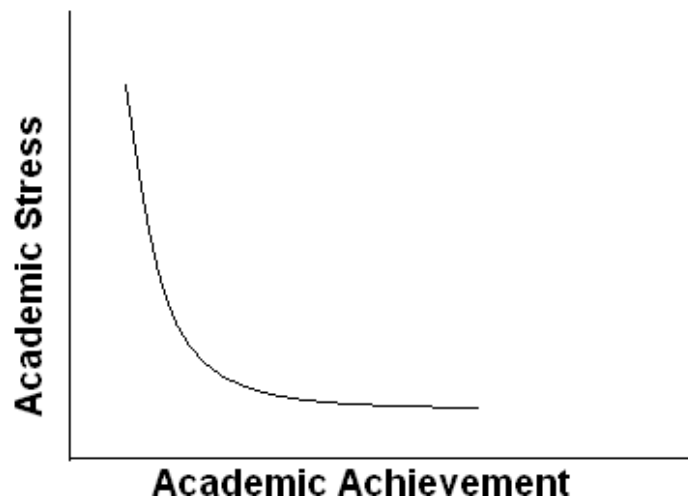
This table shows the correlation coefficient of all the students is 0.031 which is negligible. This means that with the increase in academic stress, the academic achievement also increases but with very slow rate.

The correlation coefficient between academic stress and academic achievement of boys is -0.2380, which is low. This means that with increase in academic stress level of male students, their academic achievement decreases with low rate.

The correlation coefficient between academic stress and academic achievement of girls is .059, which is negligible. This means that with increase in academic stress, the academic achievement also increases but with very slow rate.

Graph-2 A

Showing Correlation between Academic Stress and Academic Achievement of Boys



Graph-2 B

Showing Correlation between Academic Stress and Academic Achievement of Girls

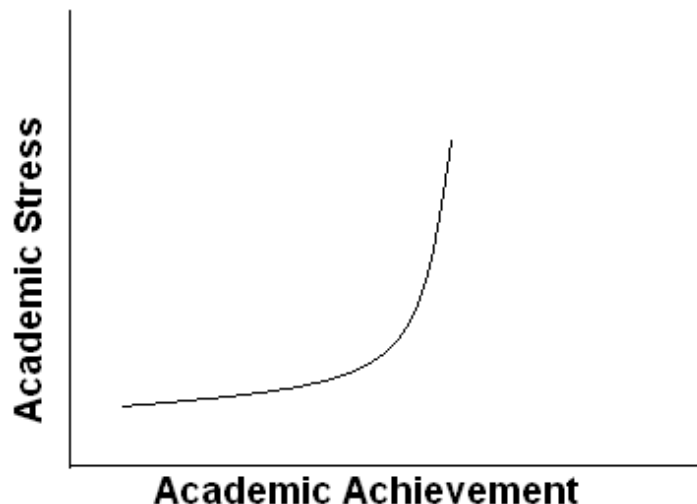


Table - 1.4
Comparison of the Correlation Coefficient between Academic Stress and Academic Achievement of Boys and Girls

Category	N	r	Z	SED	C.R	Significance
Boys	75	-0.238	-0.238	0.144	2.06	Significant at 0.05 level. But insignificant at 0.01 level
Girls	75	0.059	0.059			

This table compares the correlation coefficient between academic stress and academic achievement of boys and girls of B.Ed. The correlation coefficient between academic stress and academic achievement of boys is -0.238 and that of girls is 0.059. Corresponding Z values are -0.238 and 0.059 respectively. The standard error of difference between correlations is 0.144. The critical ratio of difference of correlation comes out to be 2.06. This is significant at 0.05 levels but insignificant at 0.01 levels.

This means that relation of academic stress and academic achievement differs significantly in boys and girls at 0.05 level but does not differ significantly at 0.01 level.

Conclusions

1. There exists a significant effect of academic stress on academic achievement of students as there is significant difference between the academic stress and academic achievement of B.Ed students at 0.05 level. Thus the hypothesis that "There exists a significant effect of academic stress on academic achievement of students." is accepted at 0.05 level.
2. With increase in academic stress, the academic achievement also increases but with very slow rate.

The correlation coefficient between academic stress and academic achievement of boys is -0.2380, which is low. This means that with increase in academic stress level of male students, their academic achievement decreases with low rate.

The correlation coefficient between academic stress and academic achievement of girls is .059, which is negligible. This means that with increase in academic stress, the academic achievement on girls also increases but with very slow rate. So another hypothesis that "Less the academic stress better will be the academic achievement" is accepted in case of boys but in case of girls it is vice versa.

Main Findings of This Study are as Follows

1. There exists a significant effect of academic stress on academic achievement of students.
2. The relation of academic stress and academic achievement of boys differ significantly from that of girls.
3. The students feel moderate stress related to their studies.

4. Girls have high achievement score as compared to boys.
5. With the increase in academic stress, the academic achievement also increases but with very slow rate.
6. With increase in academic stress, academic achievement of girls increases but with very slow rate.
7. With increase in academic stress, academic achievement of boys decreases.

Suggestions for Further Study

The investigator proposes following suggestions.

1. The relation of academic achievement can also be studied with other mental disturbing factors such as phobia, anxiety frustration, fear etc.
2. Study can be extended to other districts.
3. There can be many other factors effecting academic achievement like Personality, Interest, Aptitude, Intelligence which can affect academic achievement can also be studied.

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