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EFFECT OF STRESS ON THE ACADEMIC ACHIEVEMENT OF STUDENTS IN RELATION TO SOCIO-ECONOMIC STATUS AND SEX



Bharti Sharma

Abstract: Children feel stress long before they grow up. Many children have to cope with family conflict, divorce, constant changes in schools, neighbourhood and child care arrangements, peer pressure and sometimes even violence in their homes or communities. The impact of a stressor depends on the academic achievement of students. It is the stress which does not allow students to perform well in classroom situation, the study objectives The objectives tested in this part of the study are as under 1. To study the differences in scores of academic achievement between the students possessing different levels of stress belonging to different socio-economic status and sex. 2. To study the nature of interaction between stress and socio-economic status, stress and sex, and among stress, socio-economic status and sex when academic achievement was taken as a dependent variable. The study reveals that students belonging to High Socio-economic Status are academically sound as compared to their counterparts while as when male and female students compared together they have an equal chance of being academically sound or poor. This reveals that when stress and sex, and SES and Sex taken jointing they do effect on dependent variable i.e. academic achievement.

Keywords: Academic Achievement ,Socio-Economic Status ,neighbourhood .

INTRODUCTION

Academic stress is a related issue of stress, which is the domain of psycho-physiological aspects of the individual. The normal children to whom called as every child keep a pace with the rest of the class while maturing into the academic stress. The children who are not average or suffer with the learning deficiency or have attention deficits are generally not in position to keep pace with the rest of the class. These two abnormalities which are not apparent have no apparent physiological signs or symptoms and as such and these students are considered as normal to the teacher and the parents when they are not in such cases when others are progressing and they also try to progress but cannot keep pace as per the desired levels of the parents and teachers. In such cases these students tends to be under a same sort of threat, which is known as in psychological terms a stress related to academics. The academic stress is a stress related to the academics when the students are not available as per the level and expectations and in such circumstances others are doing well, it is a stress. Academic stress is bound to be maximum whenever the child is near the testing times or non-completion of home work. It is generally in the developmental period of education. The present day slogan of education is, that it involves "the modification of a child's behaviour". By analyzing and dissecting it we mean that education plays a very important and significant role in the development of child's personality or behaviour. There are so many researchers conducted in India and abroad which show that by educating the individual, one can change his attributes in the desirable manner and he can become a

complete and perfect individual in the society. Vice-versa is also true in this respect. In the same way, academic attainment of the child is also very much related with his other non-cognitive dimensions or we can say the child whose attainment is higher, he is different in his potentialities and in development traits in comparison to the child whose attainment is poor.

Education is a source of inspiration, leading to adjustment in various spheres of life and is not static but a dynamic process. For an efficient learning, education is of utmost necessity. Education is the third eye of a man, which gives him enlightenment and insight into all affairs, teaching him how to think and act. There is no denying the fact that the atmosphere under which the child has grown, has a marked effect on his character and personally, but simultaneously the education also goes a long way to develop the best potentialities. Potentialities of an individual usually manifest in his achievements.

By achievement we mean proficiency of performance generally measured by standardized test, the act of attaining an end or of carrying out a purpose. Achievement is most commonly applied to performance in educational tests rather than psychological tests, that is, it implies demonstration of required ability, skill, knowledge or understanding than inherent capacity. Academic achievement means knowledge understanding or skills, acquired after instructions and training in courses or subjects of study. It is generally measured by means of total marks of the students obtained by them in a particular examination.

Percentage of pooled examination marks of the two years were considered as academic achievement index score. Keeping all this in view the investigators has studied the effect of stress on the academic achievement of students belonging to difference levels of socio-economic status and sex.

OBJECTIVES

The objectives tested in this part of the study are as under:

- 1.To study the differences in scores of academic achievement between the students possessing different levels of stress belonging to different socio-economic status and sex.
- 2.To study the nature of interaction between stress and socio-economic status, stress and sex, and among stress, socio-economic status and sex when academic achievement was taken as a dependent variable.

DELIMITATIONS

The study was delimited with respect to its area, design, methodology, sample, tools and techniques employed for the investigation. Some of these are mentioned below:

- 1)The investigation was confined to the school level only.
- 2)The present study was limited to the Jammu province only.
- 3)The data was only collected by students ranging between the age group of 14 to 15 years were selected on random basis.
- 4)Study of social determinants were limited to socio-economic status.
- 5)Identification of stress among students was limited to the outcome of the subjects on the standardized test on stress.

METHODOLOGY AND DESIGN

Selection of sample

The sample of 50 male and 50 female students were randomly chosen from the 9th and 10th classes of each selected school from the three districts of Jammu Province viz. Jammu, Kathua and Udhampur.

Tool Used

- 1.Stress inventory by Dr. Abha Rani Bisth (Almora)
- 2.Socio-economic status scale by S. Jalota, R.N Pandey, D.D Kapoor and R.N. Singh (Modified version of P. Darshan).
- 3.For academic achievement, the percentage of the pooled examination marks of the previous two classes was taken as academic achievement. Index scores and no academic achievement test was used for this purpose.

DESCRIPTION OF PROCEDURE ADOPTED

The present study was conducted in four phases. Phase-I covered the identification of students possessing high and low stress.

In the phase-II, academic achievement scores (total examination marks) of the students, to whom the other psychological tests were to be give, were collected from the office records of the various schools of the Jammu region for further proceedings.

In the phase-III, the identified cases on the basis of stress inventory were further bifurcated on the basis of SES

(HSES & LSES) and Sex (Male & Female). Since SES and Sex are very important factors, which affect the personality development of the child, it was very essential to make these variables as an independent variable. In the phase-IV, the classified data was tabulated and used for the calculations of (ANOVA) taking both psychological as well as sociological factors into consideration.

STATISTICAL TREATMENT OF DATA

In this study, the investigator decided to arrive at meaningful results by using the following statistical techniques:

- 1.Percentile Values:- P25 and P75 were computed for dichotomizing the students into two categories viz. students possessing high and low stress.
- 2.Mean values were also calculated for the purpose of studying the differences between the mean scores of different categories of students.
- 3.Analysis of Variance:- To fulfill the objectives of the present investigation, the researches plans to apply multivariate analysis. This will reduce the physical manipulation of the variation and progressively more complex variables can be investigated with a minimum alteration of natural settings in which they exist. Hence, investigator has applied three way (2x2x2) analysis of variance.

ANALYSIS AND RESULTS

The analysis of Academic Achievement in relation to two levels of stress, socio-economic status and sex which are taken as independent variables and academic achievement is taken as dependent variable. The classification of variables is shown as

I)Independent variables

- A)Stress
 - A1High Stress
 - A2Low Stress
- B)Socio-economic status
 - B1High Socio-economic status
 - B2Low Socio-economic status
- C)Sex
 - C1Male
 - C2Female

II)Dependent variable

D)Academic Achievement

The mean values of different groups on Academic Achievement and summary of complete analysis of variance for 2x2x2 factorial design are shown in table A and B respectively.

TABLE A
Mean Value of different groups on Academic Achievement

Categories	High Stress	Low Stress	High Socio-economic status	Low Socio-economic status	Male	Female
	A1	A2	B1	B2	C1	C2
Mean Value	47.50	54.30	52.01	42.08	51.60	47.10

TABLE-B
Summary of Complete Analysis of Variance for the 2x2x2 Factorial experiment for Academic Achievement

	Source of Variation	Sum of Squares	df	Mean Square	'F' ratio
A	Stress	503.00	1	503.00	10.88**
B	SES	1402.01	1	1402.00	30.34**
C	Sex	90.40	1	90.40	1.95
AxB	Stress x SES	427.20	1	427.20	9.24**
AxC	Stress x Sex	0.00	1	0.00	0.00
BxC	SES x Sex	18.50	1	18.50	0.40
AxBxC	Stress x SES x Sex	11.90	1	11.90	0.25
Error	Within Treatment	3330.40	72	46.2 = 10.88	
	Total	5783.41	79		

** Significant at .01 level

INTERPRETATIONS

The obtained value of F-ratio vide table B came out to be 10.88 for the main effect 'A' (Stress) and was found to be highly significant at .01 level of confidence.

The F-ratio for the main effect 'B' (Socio-economic Status) came out to be 30.34 is found to be significant at .05 level of confidence. The mean value also shows that students belonging to high socio-economic status score high or academic achievement as compared to the students possessing low socio-economic status, which means that significant differences exist between the students belonging to high and low socio-economic status on academic achievement. This implies that students belonging to high socio-economic are academically sound as compared to their counterparts.

Further, the F-ratio for the main effect 'C' (Sex) came out to be 1.95 which is insignificant even at .05 level of confidence. So it can be safely interpreted that male and female students when compared together on academic achievement, do not differ significantly from each other. Thus they have an equal chance of being academically sound or poor.

Again, F-ratio for the double interactional effect 'AxB' (Stress and socio-economic status) came out to be 9.24 which is significant at .05 level of confidence. Hence it is interpreted that when stress and socio-economic status is taken together, they do effect on dependent variable i.e. Academic achievement.

Besides, the F-ratio for the double international effect 'AxC' (Stress and Sex), 'BxC' (Socio-economic status and sex) came out to be 0.00 and 0.40 which is insignificant. So it is safely interpreted that when stress and sex, and socio-economic status and sex taken jointly, have an equal chance of being academically sound or poor.

Hence it is safely interpreted that when stress, socio-economic status and sex are taken together they do not

effect on dependent variable i.e. academic achievement.

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258/34 Raviwar Peth Solapur-413005,Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
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