

# The impact of academic stress on students' academic achievement in higher secondary schools

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## ABSTRACT

The purpose of the current study is to assess students' level of academic stress and academic success. students in the secondary. It also tries to understand the connection between academic stress and academic stress. Success for the students. Additionally, it attempts to comprehend the impact of academic pressure on Reussite school for high schoolers. The research method was used, and an échantillon of 217 students from the second-year secondary school was chosen by random échantillonnage. The study's data were gathered using a Likert-type academic stress scale with 24 items and a 5-point scale. The data have been subjected to descriptive, correlational, and regression analyses. The results of the correlation analysis showed a negative significant relationship between school stress and students in the upper secondary's academic success. The results of the regression analysis showed that there is a significant impact of student stress at school on their performance at the upper secondary level.

**Keyword :** Academic Stress, Pressure to Perform, Exam Fear and Academic Achievement

## 1.Introduction

The complete growth of the student is the ultimate aim of education. Due to a variety of reasons, many students are unable to accomplish their objective. One such element that is currently seriously harming youngsters is school stress and referred to be a "career stopper" (Kadpatti & Vijayalaxmi, 2012). In addition to experiencing behavioral issues, irritability, and soon, students who are under a lot of academic stress may also have sadness and anxiety (Deb, Strodl, & Sun, 2015). Academic stress can negatively impact students' academic achievement as well as their careers and quality of life in general.

## 2.Concept of ACADEMIC STRESS AND ACADEMIC ACHIEVEMENT

Students usually go through a wide range of hassles on a daily basis relating to their educational aspects like academic demands, high volume of assignments, pressure to obtain high marks, repercussions of getting low marks, the expectations of parents and teachers, one's own expectation, personal inadequacy and so on. Experiencing these pressures for a longer duration may result in Academic stress. Academic Stress is stated as a mental distress arising due to academic failure or some anticipated fear of academic failure among the students. Bernstein et al. (2008) called the sources of stress as 'Stressors' and stated that they may threaten to disrupt people's daily functioning. There are many factors that contribute to Academic Stress. Pressure to Perform, Exam Fear and Classroom Environment are the three important factors considered for the study. Mishra (2017) revealed that academic workload and fear of getting lower marks were the main sources of Academic Stress. Mehfooz and Haider (2017) and also Elias, Ping and Abdullah (2011) pointed out that academic pressure is the major cause of stress among students. Fear of failure causes a lot of stress among students (Bataneh, 2013). Academic Achievement is defined as the knowledge attained and is assessed through scores or marks obtained in the test and examinations.

### 3. SIGNIFICANCE OF THE STUDY

A substantial positive association between academic stress and excellent academic accomplishment was discovered by Stankovska, Gordana, et al. in 2018. However, there is a link between high academic stress and subpar academic achievement. Academic stress is a significant predictor of student academic progress, according to experts. According to Karaman, Mehmed et al. (2019), female students experience higher academic stress than male students do. According to Chothani (2014), academic stress and the language of instruction are related. While Siraj et al. (2013) found the exact opposite, Sohail (2013) found a considerably high rate negative association between school stress and academic achievement. Gender was a significant predictor of academic stress, according to additional correlation and regression analyses. Greater academic stress was linked, according to Struthers et al. (2000), to lower course grades. Students who regularly performed personal care showed less academic stress, according to O'Neill, Marissa, et al. (2019). Academic achievement is negatively impacted by the symptoms of academic stress, such as depression and anxiety, in addition to how they affect health and wellbeing (Bernal- Morales et al. 2015). Studying them among the best secondary school students is significant since school stress has a higher impact on academic achievement. The current study attempts to ascertain not only the impact of school stress on high school students' academic performance but also the relationship between school stress and that success. school students.

### 4. OBJECTIVES OF THE STUDY

- To study the Academic Stress and Academic Achievement of the higher secondary school students.
- To study whether there is any significant relationship between Academic Stress and Academic Achievement of higher secondary school students.
- To study whether there is any significant influence of Academic Stress on Academic Achievement of higher secondary school students.

### 5. HYPOTHESES OF THE STUDY

**H1:** There is no significant relationship between Academic Stress and Academic Achievement of the higher secondary school students.

**H2:** There is no significant influence of Academic Stress on Academic Achievement of higher secondary school students.

### 6. METHOD OF THE STUDY

'Survey method' is used for the present study. This study is intended to find the relationship between Academic Stress

and Academic Achievement and also the influence of Academic Stress on the Academic Achievement of the higher secondary school students.

- All the students studying in higher secondary schools in Vellore District of Tamil Nadu forms the Population of the study. By adopting the Random Sampling technique, 217 higher secondary school students were chosen as the sample by Random Sampling
- The Academic Stress Scale consisting 24 items was developed and validated by the researchers for the study. It is a 5 points Likert type scale. It is divided into three dimensions of Academic Stress namely, Pressure to Perform, Exam Fear and Classroom Environment. Each category is represented by 8 items. For Reliability, Cronbach Alpha coefficient was found out to be 0.806 for the Academic Stress Scale. Its square root was found out to be 0.898 and it is the validity of the scale. Hence the tool is reliable and valid. Marks secured by the higher secondary school students in their board examinations were taken as scores of Academic Achievement. The tool was administered to all the participants of the study and the data were collected.

## 7.RESULTS AND DISCUSSION

Variables	Mean	Standard Deviation
Academic Stress	79.90	9.737
Pressure to Perform	28.51	4.416
Exam Fear	25.86	6.622
Classroom Environment	25.53	3.917
Academic Achievement	68.75	16.199

The results shown in the Table 1 indicates that the Mean value and Standard Deviation value of Academic Stress, Pressure to Perform, Exam Fear, Classroom Environment and Academic Achievement for the entire sample.

### 7.2 Results based on Correlation Analysis

**Table 2 Pearson's Correlation coefficient between Academic Stress and Academic Achieve**

Variables					
Academic Stress					
Pressure to Perform	0.313**				
Exam Fear	0.716**	0.403**			
Classroom Environment	0.923**	0.331**	0.544**		
Academic Achievement -	0.402** -	0.305** -	0.465**	0.220**	

Note: The correlation co-efficient value (r-value) were shown below the diagonal. The result shown in the Table 2 indicates that the p-value for the correlation of Academic Stress and Academic Achievement is lesser than 0.01, therefore the null hypothesis is rejected. Hence there is a significant relationship between Academic Stress and Academic Achievement at 0.01 level of significance.

The r-value between Academic Stress and Scholastic Performance was found to be -0.402. Therefore it can be stated that there is significant negative relationship between Academic Stress and Academic Achievement at 0.01 level of significance. There is significant negative relationship ( $r = -0.305$ ) between Pressure to Perform and Academic Achievement even at 0.05 level of significance. There is significant negative relationship ( $r = -0.465$ ) between Exam Fear and Academic Achievement at 0.05 level of significance. There is significant positive relationship ( $r = 0.220$ ) between Classroom Environment and Academic Achievement at 0.01 level of significance.

### 7.3 Results based on Regression Analysis

The regression coefficient of the sample is denoted as  $\beta$ .

The null hypothesis and alternative hypothesis are formulated respectively as follows:

Null Hypothesis -  $H_0$  is  $\beta = 0$ .

Alternative Hypothesis -  $H_1$  is  $\beta \neq 0$ .

Regression Equation is given by  $Y = a + \beta X$ .

Where Y = Dependent Variable: Academic Achievement

X = Independent Variable: Academic Stress

a = Constant

**Table 3**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.761	0.579	0.534	15.761

Predictors: (Constant), Academic Stress

Dependent Variable: Academic Achievement

The result shown in the Table 3 indicates that the R Square value is 0.579, therefore the Regression Model is fit.

Also

57.90% of variation in the dependent variable is estimated by the independent variable

**Table 4**

**ANOVA**

Model		Sum of Squares	Df	Mean Square	F	p-Value
	Regression	3270.283	1	3270.283	13.165	0.000
	Residual	53408.28	215	248.411		
	Total	56678.56	216			

Dependent Variable: Academic Achievement

Predictors: (Constant), Academic Stress

The result shown in the Table 4 indicates that the p - value is 0.000, which is less than 0.01 and the F ratio is 13.165.

Therefore the null hypothesis is rejected at 0.01 level of significance. Hence the regression coefficient ( $\beta$ ) is not equal to

**Table 5**  
**Regression Coefficients**

Variables	Unstandardized		Standardized	t	p - value
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	36.818	8.865		4.153	0.000
Academic Stress	-0.640	0.110	-0.420	3.628	0.000

Dependent Variable: Academic Achievement

The result shown in the Table 5 indicates that the t - value for constant is 4.153 and t - value for Academic Stress is 3.628

and p - value is 0.000, which is less than 0.01 for both the cases. It means the null hypothesis is rejected at 0.01 level of

significance. Certainly the regression coefficient ( $\beta$ ) is not equal to 0. The Regression Coefficient of the independent variable is -0.640 and Constant is 36.818. The Regression Equation of the results presented above is:

$$Y = 36.818 + (-0.640) X$$

$$\text{Academic Achievement} = 36.818 - (0.640) \text{ Academic Stress}$$

Academic Achievement will decrease by 0.640 times for every unit increase in Academic stress

## 8. MAJOR FINDINGS

i. There is significant negative relationship ( $r = -0.402$ ) between Metacognition and Scholastic Performance at 0.01 level of significance.

ii. Academic Stress influences Academic Achievement of higher secondary school students negatively. Academic Achievement will decrease by 0.640 times for every unit increase in Academic stress, as the regression equation is given by: Academic Achievement = 36.818 - (0.640) Academic Stress.

## 9. CONCLUSION

If the students are to be successful in their career and life, they need to have a good academic record. The results show that Academic Achievement and Academic Stress are negatively correlated and also Academic Stress influences Academic Achievement of higher secondary school students negatively. It means Academic Stress may become a barrier for the students to have a successful career. Therefore it is imperative that the students are educated about academic stress and its adverse effect on their academic achievement and health, more importantly the ways to manage stress effectively.

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