



## RELATIONSHIP BETWEEN ACADEMIC STRESS AND ACADEMIC ACHIEVEMENT OF THE MALE AND FEMALE ADOLESCENT STUDENTS

**Sushma**

Ph.D. Research Scholar, Department of Education, Baba Mastnath University, Asthal Bohar,  
Rohtak

email: [sushmasingla84@gmail.com](mailto:sushmasingla84@gmail.com)

### **Abstract-**

The present study is an attempt to study the relationship between assess and compare the academic achievement and academic stress among male and female adolescent students and to see the relationship between academic achievement and academic stress. Keeping in view the nature of study, the investigator employed descriptive survey method of research. A purposive sample of 100 students (50 male and 50 female) studying in twelfth standard different senior secondary schools of Rohtak district was selected on the basis of Random Sampling Method. Academic Stress Test by Abha Bisht (2005) was used to assess academic stress and academic achievement scores have been taken from the final marks obtained in 11th class of the subjects. Mean, Standard Deviation, 't' test Pearson Product Method of correlation was used to analyze the data. It was found that; (i) Academic achievement of female students is higher in comparison to academic achievement of male students; Both male and female students were found to have almost same type of academic stress; and (iii) Academic achievement and academic stress of adolescent students have negative relationship with each other. It means that higher the academic stress, lower the academic achievement of adolescent students and vice-versa.

**Keywords:** Academic achievement, academic stress, male, female adolescents

### **INTRODUCTION**

Separate from infancy and maturity, the adolescent years are known as the "teenage years." During this time, particular care and protection are needed. As children grow, they undergo a variety of physical changes. We now know that the brain experiences significant changes in early adolescence, which have a significant impact on emotional and physical capacities as well. Adolescent girls and boys become more self-reliant as they mature, taking on more responsibilities and doing new tasks. In this period, values and abilities that have a significant influence on well-being are established. With the right policies and programmes, adolescents

**Sushma**

may escape long-standing patterns of poverty, prejudice, and violence if they are supported and encouraged by loving adults, as evidence demonstrates. Local communities are driving global growth in today's dynamic social milieu, where children are growing up.

**ACADEMIC STRESS:** Throughout the day, we are confronted with events that need us to make judgments that affect both our internal state and the external world. A person's effort to deal with and overcome such difficulties is part of the adjustment process. Understanding adjustment begins with this working definition. But changes are not always certain. It doesn't matter whether they're right or incorrect, or if they have distinct beginnings and ends. Trying to answer all of these questions at once may make it difficult to comprehend the notion of adjustment. Adolescent adjustment is heavily reliant on the satisfaction of their important individual requirements, according to Aggrawal (2004). These comprise of their bodily needs as well as their emotional needs, social needs as well as intellectual, moral, and vocational demands. Consequently, it may be beneficial to provide a little more attention to two key characteristics of adjustment. Firstly, it is a process that entails ongoing change, and secondly, it is a process that requires persistent patterns of response to these constant changes. Consequently, During the course of a student's academic career, he or she will go from elementary to secondary school, and from secondary to postsecondary education or employment. This is a significant time for kids and parents alike. It is possible to lessen the impact of these changes by tailoring the new environment to the specific needs of each age group. This digest includes an overview of some of the challenges that arise as students go from elementary school to middle school, as well as recommendations for programmes and activities that might help with the transition. Using a short-term longitudinal design, Isakson et al. (1999) examined the adjustment of adolescents as they transitioned from junior high to high school, and found that adolescents had considerable changes in their feeling of school membership during the first transition into high school. The teenagers' adjustment to the change was also influenced by their perceptions of parental support. Some of the most common symptoms among children who are under a lot of stress are aggression, social phobia and an absence of interest in usually pleasurable activities. A research conducted by Dawood (1995) indicated that pupils' academic performance was negatively impacted by their stress levels. He also found that school and fear-related stresses were the most often stated stressors by kids. In reaction to a range of growing up worries, many teens become

nonconformists and suffer from teenage depression. Children's performance suffers at all levels when they are plagued by anxieties and concerns brought on by stress. Hodge (1996) discovered that pupils who were naturally anxious were more likely to experience stress than those who were not. When Tung and Chahal (2005) evaluated the connection between stress and adjustment, they found no significant causal link. Although the findings indicated that the number of stressful events and the degree of stress experienced by participants were both influenced by their level of adjustment, it was not clear that this was the case.

### **ACADEMIC ACHIEVEMENT**

This relates to how well students do academically at the conclusion of a school year, or how well they really perform in school courses that they've been taught. Accomplishment refers to an individual's ability to perform well in a certain area of knowledge or skill. As a result, success is the shining crown that symbolises the honesty, openness, and tenacity of those who have achieved it. Different individuals have characterised it in different ways.

As stated by Stagner (1962), accomplishment refers to students' level of competency or growth in subject matter mastery. 'Scholarly achievement,' according to Saxena and Dwivedi (1979), is defined as success or accomplishment in a subject's area of study or training. Achieving is the task-oriented behaviour that enables a student's accomplishment score to predict future performance, according to experts. Pupils in any educational system are judged on their performance in cognitive, emotional, and psychomotor domains. As a result, cognitive and non-cognitive measurements, such as personality characteristics, are often used as predictors of academic accomplishment. As a result, a variety of assessments may be used to gauge students' intellectual progress. When it comes to getting a job or promotion or being recognised for one's academic achievements there is no room for slacking off. Every school's purpose is to maximise the academic success of its pupils in a particular context. We've learned which aspects of our lives, such as our families, schools, and colleges, as well as our teachers, help or hinder academic success via research. Several variables, including the learner's personality traits and socioeconomic situation, the school's organisational environment and other factors, all have an impact on accomplishment.

When it comes to academic accomplishment, educational scholars have come up with a number of significant questions. What are the variables that help students succeed? What is the relative importance of the various criteria in terms of academic success? There are a slew of theories and studies to consider. When it comes to research, findings are often contradictory and complementary at the same time. A full and comprehensive picture of academic accomplishment seems to be elusive to the scholars. As a result, we'll keep searching. Educators all across the globe are still trying to figure out what exactly is going on here. Competition for admission and advancement is particularly fierce in nations like India, where population growth has outpaced extraction of natural resources and the construction of educational institutions. As a result, the rising demand for educational services has been unable to be satisfied by the available infrastructure. Due to the gap between educational needs and available resources, academic standards have fallen significantly. Educationists have been required to extensively investigate the elements that impact students' academic performance in schools at all levels and recommend strategies for improvement to the educational authorities because of the declining standards. In order to better understand why some students do better than others, researchers looked at a variety of psycho-social characteristics, including personality and IQ, and socioeconomic status, to see whether they had an impact on academic performance.

### **Review of Literature**

Academic stress has a negative link with academic success, according to Nagaraju (2009). According to Gupta, Sharma, and Gupta (2011), female students are more likely than male students to experience academic stress, including the three components of annoyance, conflict, and pressure. Kadapatti and Vijayalaxmi (2012) found that high ambition, poor study habits, greater study issues, a change in the medium of instruction, and low socioeconomic situations are all variables that contribute to academic stress among chosen respondents. According to Neelam (2013), there is a strong link between academic stress and poor academic performance. Students who are under a lot of pressure to do well in school are more likely to fail, and vice versa. Girls' academic performance was likewise shown to be superior to that of males. Students in rural and urban areas showed no significant differences in their levels of academic stress from those in government or private secondary schools, according to Bihari (2014), while students in

both types of schools showed substantial differences in their levels of academic stress. This study found that the majority of students were experiencing moderate levels of stress and that no students were experiencing severe levels of stress. According to the findings, there is no link between students' reported levels of stress and their academic achievement. At the 0.05 level of significance, Joshi (2015) found that academic stress had a substantial impact on the academic performance of B.Ed students. There is a negative association between males' academic stress and their academic progress. Academic stress and exam anxiety have been shown to be negatively associated with secondary school pupils' academic performance, according to Alam (2016). Under the numerical approach of assessment, Singh (2016) found that gender had no significant impact on test stress for students. For students enrolled in Professional Courses, Ranganatha and D'souza (2018) found that overall academic stress was greater. Stress from examinations was the only area of academic stress where male students were more stressed than their female counterparts. According to Saha (2020), stress levels among junior college guys are greater than among junior college ladies. Junior college students who study science are more stressed out than those who study humanities or commerce.

### **JUSTIFICATION OF THE PROBLEM**

It is during adolescence that a person grows into an adult. Changing physical, emotional, intellectual, and social circumstances might lead to anxiety and depression throughout this time. It is also possible that they will be distracted from their task if they are not adequately taught. To succeed academically, children need to put forth the utmost effort to study methodically. To ensure that the students have a conducive learning environment, the exterior distractions must be regulated as well. A child's attitude, aptitude, curiosity, and other associated talents are completely ignored by the present assessment system, which solely assesses and judges the child's writing and remembering ability. Only a youngster's incapacity to express themselves verbally might lead an otherwise gifted child to be overlooked and undervalued under the current grading system. All of this might cause pupils to feel academically stressed. Stress occurs when a person is unable to deal with the demands of his environment, or when he is confronted with a circumstance that threatens to hurt him physically or mentally. The word 'Stress' is used to describe a person's emotional and psychological responses to a situation in which he or she feels threatened or in conflict. Psychologists have discovered that dealing with psychological stress is just as taxing on the

resilient as it is on the weaker among us.

Students' academic success is highly linked to their level of academic stress. The purpose of this study is to examine the association between teenage male and female students' academic performance and academic stress.

### **OBJECTIVES OF THE STUDY**

1. To assess and compare the academic achievement of male and female adolescent students.
2. To assess and compare the academic stress of male and female adolescent students.
3. To find out the correlation between academic achievement and academic stress of male and female adolescent students.

### **HYPOTHESES**

1. There will be no significant difference between academic achievement of male and female adolescent students.
2. There will be no significant difference between academic stress of male and female adolescent students.
3. There will be negative correlation between academic achievement and academic stress of male and female adolescent students.

### **METHOD**

Keeping in view the nature of study, the investigator employed descriptive survey method of research.

### **SAMPLE**

For the present study, a purposive sample of 100 students (50 male and 50 female) studying in twelfth standard different senior secondary schools of Rohtak district was selected on the basis of Random Sampling Method.

### **TOOLS USED**

1. Academic Stress Test by Abha Bisht (2005) was used for collecting scores in academic scores.
2. Academic Achievement scores have been taken from the final marks obtained in 11th class of the subjects

### STATISTICAL ANALYSIS

The obtained data was submitted to further statistical analysis. 't' test was employed to analyze the difference between the scores of academic stress and academic achievement of the male and female students. Pearson Product Method of correlation was used to analyse the relationship between academic achievement and academic stress.

### RESULTS AND INTERPRETATION

The importance of difference was found in academic stress and in academic performance in relation to gender, while the association was found between academic achievement and academic stress among adolescent students.

**Table 1**

**Mean, Standard Deviation and 't' values of academic achievement of male and female students**

Gender	Number	Mean	S.D.	't'	Level of Significance
Male students	50	69.26	9.211	3.735	Significant at 0.01 level
Female students	50	76.10	10.806		

From table 1, "it is clear that the mean score of academic achievement of male and female students are 69.26 & 76.10 respectively. The calculated 't' value for 98 degrees of freedom is 3.735 which is more than the table value 2.58 at 0.01 level of significance. It means that there is a significant difference in academic achievement of male and female students. Hence the null hypothesis, "There will be no significant difference between academic achievement of male and female adolescent students" is rejected. The higher mean score of female students shows that they have more academic achievement than their counterpart male students.

**Table 4.2**

**Mean, Standard Deviation and 't' values of academic stress of male and female students**

Gender	Number	Mean	S.D.	't'	Level of Significance
--------	--------	------	------	-----	-----------------------

Male students	50	67.90	16.047	0.627	Not significant
Female students	50	66.08	15.707		

From table 2, it is clear that the mean score of academic stress of male and female adolescent students are 67.90 & 66.08 respectively. The calculated 't' value for 98 degrees of freedom is 0.627 which is less than the table value 1.96 at 0.05 level of significance. It means that there is no significant difference in academic stress of male and female adolescent students. Hence the null hypothesis, "There will be no significant difference between academic stress of male and female adolescent students" is retained.

From the table, it can be said that male and female students almost have same type of academic stress.

**Table 3**

**Co-efficient of correlation between academic achievement and academic stress of male and female adolescent students**

Variables	Coefficient of correlation
Academic Achievement	-0.573**
Academic Stress	

\*\*Significant at 0.01 level

The table 3 shows that co-efficient of correlation between academic achievement and academic stress of adolescent students is -0.573 which is negatively significant at 0.01 level. It indicates that academic achievement and academic stress of adolescent students have negative relationship with each other. It can be said that high level of academic stress has negative influence on academic achievement of adolescent students. Hence, the hypothesis, "There will be negative correlation between academic achievement and academic stress of male and female adolescent students" is rejected. It means that higher the academic stress, lower the academic achievement of students and vice-versa.

**FINDINGS 1.** It was found that there is a significant difference in academic achievement of male and female adolescent students. Academic achievement of female students is higher in comparison to academic achievement of male students.



2. It was found that there is no significant difference in academic stress of male and female adolescent students. Both male and female students were found to have almost same type of academic stress.
3. It was found that academic achievement and academic stress of adolescent students have negative relationship with each other. It means that higher the academic stress, lower the academic achievement of adolescent students and vice-versa.

### **DISCUSSION OF RESULTS**

The present study was conducted to find out relationship between academic stress and academic achievement of the male and female adolescent students. The present study showed that female students found to have more academic achievement in comparison to their counterpart male students. The finding of the present study is in consonance with the finding of **Suneetha et al. (2001), Devi & Mayuri (2003) and Asthana (2011), Neelam (2013)** who reported that girl students were found to have higher academic achievement than males. The study further shows that male and female students do not differed on academic stress. The results of the present study is in consonance with the findings of **Garg (2011), Ali and Zahoor (2012), Mahato and Jangir (2012), Singh and Jha (2013), Bihari (2014), Mahajan (2015)** who found no significant difference in academic stress in relation to gender. The present study further revealed a significant negative relationship between academic achievement and academic stress of adolescent students. The present finding also is supported by **Vitasari, Wahab, Athman, Herawan, & Sinnadurai (2010), Nadeem, Ali, Maqbool, and Zaidi (2012), Neelam (2013), Singh and Jha (2013), Halder & Mishra (2014)** revealed that anxiety had a significant negative relationship with academic achievement.

Finally, this research proposes a tool that may help parents, teachers, policymakers, and guidance counsellors to significantly improve the academic performance of adolescents. Schools, instructors, and parents have the additional duty of developing highly effective pupils who behave, think, and feel differently, capable of meeting the restrictions of their learning as well as obstacles in life. The goal of education extends beyond the development of academic competence.

**REFERENCES**

1. Alam, M.M. (2016). Study of Academic Stress and Test Anxiety as Predictors of Academic Achievement of Secondary School Students. *European Academic Research*, 4(2), 1353-1369.
2. Bihari, S. (2014). Academic anxiety among secondary school students with reference to gender, habitat and types of school. *International Journal of Education and Psychological Research (IJEPR)*, 3(4), 30-32.
3. Emmanuel, A.O. and Adom, A.E. (2014). Perceived stress and academic performance of senior high school students in western region, Ghana. *European Journal of Business and Social Sciences*, 2(11), 88-101.
4. Gupta, Renu, Sharma, Seema and Gupta Mohan (2011). A Study of Gender Difference on the Measure of Academic Stress in Adolescent Students. *VSRD-TNTJ*, 2 (10), 525-534.
5. Joshi, A. (2015). Effect of Academic Stress on Academic Achievement of Adolescents Students. *Asian Resonance*, 4(4), 177-180.
6. Kadapatti, M.G. and Vijayalaxmi, A.H.M. (2012). Stressors of academic stress - A study on pre-university students. *Indian Journal of Science and Research*, 3(1), 171-175.
7. Nagaraju, K., Carlson, G., De Luca, A. (2009). Behavioral and locomotor measurements using open field animal activity monitoring system. *TREATNMD*. SOP Number M.2.1.002.
8. Neelam (2013). Academic achievement of secondary school students having differential level of academic anxiety. *International Journal of Behavioral Social and Movement Sciences*, 2(2), 117-123.
9. Ranganatha and D'souza (2018) Academic Stress among students pursuing Professional and Non-professional Courses, along with the influence of few Demographic variables on Academic Stress. *The International Journal of Indian Psychology*, retrieved from <https://ijip.in/Archive/v6i1/18.01.022.20180601.pdf>
10. Saha, B. (2020). Academic related stress among junior college students in West Bengal. *Studies in Indian Place Names*, 40(56), 153-170.
11. Saxena, S. and Dwivedi, K. (1979). Improving Achievement in Science Practical at High School Level - An Exploratory Study. *Indian Psychological Review*, 18 (1-4), 15-20.

12. Singh, C.K. (2016). Comparative study of stress in Class X students under grading and numerical marking system. *International Journal of Multidisciplinary Education and Research*, 1(9), 01-04.
13. Stagner, R. (1962). *Testing Students Achievement and Aptitude*, Washington D.C., Centre for Applied Research in Education Inc, 1962.