

# A STUDY OF THE RELATIONSHIP BETWEEN STRESS AND ACADEMIC ACHIEVEMENT OF UPPER PRIMARY STUDENTS

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## ABSTRACT

This study examines the relationship between stress and academic achievement of upper primary students.

The literature available on stress has promptly focused that academic achievement of students are adversely hampered by academic stress, thus this study aimed to investigate the relationship between stress and academic achievement of upper primary students. A total of 200 students of Class VII including both the genders are stratified randomly selected from 5 Govt aided and private schools of Lucknow City.

The instruments included to measure the relationship between stress and academic achievement include students stress scale by Dr. Zaki Akhtar , general classroom achievement test, weighing scale to measure the weight of school bag . Karl Pearsons product moment correlation is the stastical technique employed to study relationship between stress and academic achievement. Findings shows the significant relationship between variable stress and academic achievement .

Key words: Stress , academic achievement

## INTRODUCTION

Stress is a state of mental emotional or physical strain resulting from adverse or demanding circumstances, 21<sup>st</sup> Century students are struggling with stress on heels of success. Shirom (1986) study revealed that examination related stresses were formed to be causing high stress followed by classroom assignment overload. In present scenario cut throat competition in field of academics leads students to work hard with more pressure to get grades in examination; this ethos

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of immense achievement had given birth to academic related stress. Academic stress is product of a combination of academic related demands that exceeds the adaptive resources available to individuals. It is widely acknowledged that a students' academic achievement depend on internal and external factors such as proper study habits, Intelligence , educational aspirations of self & parents , If these situations are not conducive for learning they may lead to academic stress. Gamelch et al (1984) found that sources of stress were decidedly high self expectations.

High stakes learning & performance situation can put a counterproductive stress on students which further can degrade life of students.

The suicidal rates in India regarding failure in examination suggest that students are underhigh academic stress. Clark and Ricker , (1986) ; Felsten and Wilcox, (1992) stress pervades the life of students , and tend to impact adversely their mental and physical health, and their ability to perform school work effectively .On years 2006 5857 students or 16 a day committed suicide across India due to exam stress. These are official figures found in Times of India March 2008.

Many psychiatrists reported that a large numbers of students are suffering from traumatic disorder related to the fear of examination, they are anxious towards the grades in examination. Hodge (1996) also in his study found that prevalence of stress were found particularly among those students who were by their nature prone to anxiety. Students get frustrated from the academic work load. There are various academic stressors such as handling the academic workload, Meeting, deadlines for course assignment ,fear of failing to meet program expectations etc which adversely effects students mental & physical health .

Beside the mental frustrations, it is seen that physical stress also hampers the student's academic achievement with load of schools bags. It is watched in today's aspect that little children carrying too heavy school bags suffer from illness like spondylitis and backbone related problem. Whittfield et al (2000) state that the carriage of heavy school bags, is a suspected contributory factors and therefore represents

an” Overlooked daily physical stress for school children.

For this purpose, the Yash Pal committee report, 1993 first raised concern on weight of school bag. Further in 2008, Ministry of Human resources development issued guidelines which include-

- Not to over prescribe text books for primary classes.
- NO school bag for children of Class I and II allow students to leave bag in school.

In 2010 Kendriya Vidhyala's policy suggest

- School bags for Classes I and II should not weight more than 2 Kg.
- For Classes III and IV the weight of bag students be less than 3 Kg.
- Students of Class V to VIII should not carry bag weighing more than 4 Kg.

As Students with load of heavy bag can develop in him some physical disabilities leads to poor academic performance which leads to stress.

Everyone is observing that school bag of students at primary level is increasing day by day and students are more stressful in their academics life consequently their academic achievement is hampering. Purpose of the present study is to see the relationship between stress and academic achievement of student and relationship with their load of school bags.

### **OBJECTIVES-**

- To study relationship between stress and academic achievement of upper primary students.
- To study relationship between stress and academic achievement in reference to weight of school bag.

### **METHODOLOGY-**

- To comply with objectives of present study, a sample of 200 students of upper primary level class VII studying in Govt aided and private schools affiliated to U.P. board in Lucknow city was selected.
- Tools used to measure the relationship between stress and academic achievement were students stress scale by Dr. Zaki

Akhtar , General Classroom achievement by Dr. A.K. Singh & Dr. (Ms) A Sen Gupta test, weighing scale to measure the weight of school bag.

- Karl Pearson's product moment correlation is the statistical technique employed to study relationship between stress & academic achievement.

**RESULT AND DISCUSSION**

**TABLE NO- 1**  
**COFFICIENT OF CORRELATION BETWEEN STRESS AND ACADEMIC**  
**ACHIEVEMENT OF STUDENTS**

SL.NO	VARIABLE	STUDENT	Correlation (r)	LEVEL OF SIGNIFICANT AT 0.1
1 2	STRESS ACADEMIC ACHIEVEMENT	N=200	r=-0.41	SIGNIFICANT

**TABLE NO 1.** Shows the significant relationship between the variable stress and academic achievement of upper primary students at 0.1 level of significance. The variables have low negative correlation between them that is -0.41. Many studies done in related field suggest that students with more stressed behavior show average or poor result in academic achievement. Malik & Balda (2006) also found negative correlation between stress and academic achievement. Negative correlation in respect to these variables means when stress increase academic achievement of students decrease. In present condition various academic stressors such as daily assignment, monthly test, and annual examination may degrade the mental peace of students and create stress in them. Due to stress, mental peace of student may degrade and lack of concentration, in their study anxiety, depression may cause to lower academic achievements..

**OBJECTIVE-2**

To study relationship between stress and academic achievement in reference to weight of school bag.

**TABLE NO- 2**  
**CATEGORIES OF WEIGHT OF SCHOOL BAG**

BELOW IDEAL	BELOW 3.4
IDEAL	3.5 - 4.4
ABOVE IDEAL	ABOVE 4.5

**TABLE NO-2** Shows the three categories of weight below Ideal 3.4, Ideal 3.5 to 4.4 and above Ideal 4.5 of school bag. It is been mentioned in recommendations that Ideal weight of school bag of students of upper primary level class VII should be near 4 Kgs but now a days it is seen that students bags are overloaded with books this create physical stress in students , which further degrade their academic achievement . Thus in respective table weight of school bags of students are divided in three categories below Ideal, Ideal , above Ideal , on basis of these categories in sample of 200 students , students are identified whose bag weight is above 4.5 Kg between 3.5 to 4.4 Kg and below 3.4 Kg then further in each category of students relationship between stress and academic achievement is studied separately.

**TABLE NO- 3**  
**COEFFICIENT OF CORRELATION BETWEEN STRESS AND ACADEMIC ACHIEVEMENT OF STUDENTS WHOSE WEIGHT OF SCHOOL BAG IS BELOW IDEAL CATEGORY**

SL.NO	VARIABLE	STUDENT	Correlation (r)	LEVEL OF SIGNIFICANT AT 0.1
1	STRESS	N=36	r=0.1	NOT SIGNIFICANT
2	ACADEMIC ACHIEVEMENT			

**TABLE NO- 3** Shows the relationship between the variables stress and academic achievement is not significant at 0.1 Level., in reference to weight of school bag below 3.4 level . The present finding suggest that students whose backpack load is below Ideal category that may had less muscular pain, spine and neck related problems that cause less stress and less academic achievement.

**TABLE NO-4**  
**COEFFICIENT OF CORRELATION BETWEEN STRESS AND ACADEMIC ACHIEVEMENT OF STUDENTS WHOSE WEIGHT OF SCHOOL BAG IS IDEAL CATEGORY**

SL.NO	VARIABLE	STUDENT	Correlation (r)	LEVEL OF SIGNIFICANT AT 0.1
1	STRESS	N=69	r=-0.27	NOT SIGNIFICANT
2	ACADEMIC ACHIEVEMENT			

**TABLE NO- 4** Shows relationship between stress and academic achievement of student is not significant whose weight of

school bag is at Ideal category between 3.5 to 4.4 Level . The correlation between the variable is -0.27 There is low negative correlation between the variables studies suggest that load of school bag is destructive element which creates physical stress which may further lead to fatigue and dullness to complete the academic task frequently and students become backward in terms of studies. Petronell et al, 2006 found that carrying school bag may have an effect on developing spine that result shows deviations posture in the lateral and posterior area. This is major problem find in students now a days . Increase in weight of school bag is one probable causes of developing physical stress which may effect them in academic achievement . Here the low negative correlation suggests that weight of school bag at Ideal category creates less physical stress result less fatigue and dullness consequently less hampering academic achievement.

**TABLE NO-5**  
**COFFICIENT OF CORRELATION BETWEEN STRESS AND ACADEMIC**  
**ACHIEVEMENT OF STUDENTS WHOSE WEIGHT OF SCHOOL BAG IS**  
**ABOVE IDEAL CATEGORY**

SL.NO	VARIABLE	STUDENT	Correlation (r)	LEVEL OF SIGNIFICANCE AT 0.1 LEVEL
1	STRESS	N= 95	r= -0.54	SIGNIFICANT
2	ACADEMIC ACHIEVEMENT			

**TABLE NO- 5**Show relationship between stress and academic achievement of students whose weight of school bag is at above Ideal category 4.5 Kg . The correlation between the variables is -0.54 which is moderate negative correlation. It means the weight of school bag has impact on stress increase , which further leads to decrease in academic achievement . Physical stress may lead students to back gear in studies .

**CONCLUSION-**

- The findings of a present study shows that there is significant relationship between variable stress and academic achievement in total sample of 200 students . There is low negative correlation between the variables.
- The Relationship between the stress and academic achievement in reference to weight of school bag below Ideal

category 3.4 shows insignificant positive correlation and relationship between stress and academic achievement in reference to weight of school bag at Ideal category shows not significant relationship . In case of weight of school bag at above Ideal category shows significant relationship between the stress and academic achievement

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