

Academic Stress and Socio-Emotional School Climate: A Study of Secondary School Students

Amar Deep Kaur¹, Dr. Pawan Kumar²

¹Research scholar, Panjab University, Chandigarh

²Guide, Panjab University, Chandigarh

Abstract

Academic stress is a serious problem among secondary school students because they have lots of stress from their school climate. Teachers do not try to understand their problems. School administrations set highest targets for students. This study focused on the relationship between academic stress and socio-emotional school climate among secondary school students and differences in groups. The researcher conceded out the sample of 400 male and female students of government and private schools from state Punjab district Gurdaspur. Coefficient of correlation was used to check the relationship between both the variables and t-test for differences in groups by the researcher. The results revealed that there exists negative correlation between academic stress and socio-emotional school climate. It showed that if school environment is good then students will not have academic stress but if school climate is not good then students will have academic stress. The results also revealed that (i) female students take more academic stress than male students; (ii) private school students have more academic stress than government school students; (iii) government schools have more favourable socio-emotional school climate than private schools.

Keywords: Academic stress, Socio-emotional school climate, Government school, Private school etc.

Introduction

Today's students are facing many psychological, social, emotional, academic and behavioural problems. They have over work load, stress, anxiety, tension and depression etc. At secondary school stage, students hesitate to share their problems related to study with others because they think that they are in higher class now. Their goals are set by teachers and parents. Students are in competitive class and every student tries to compete in the competitions.

School is a bridge between capability and reality. Students get good and bad experiences in the school. These experiences leave permanent marks on children's mind. It nurtures the children's capabilities and children come to recognize supremacy of their own mind and their innovative capabilities. But in many cases, children never get cooperative environment from school. Teachers do not try to understand their problems. Then students take tension and lost their own happiness. They feel that they are alone and nobody will understand their problems.

Academic Stress

Academic stress is a combination of two words academic and stress. This stress is related to education, where students acquire stress and face many problems. Sometimes, they attempt habits like bad eating,

cheating, burglary, gambling and fighting with others. If students are not enjoying in curricular and co-curricular activities and in sad mood, it means students have problems. It is also an increased burden and pressure in school and educational activities by the school organizations.

Causes of Academic Stress

Following are the causes of academic causes of academic stress.

- 1. Dense workload:** - Today's students are often challenged with a full workload i.e. various classes, homework assignments and extracurricular activities. This can be irresistible and lead to academic stress.
- 2. Difficult exams:** - Exams are a major cause of stress for students. Students may get burdened about failing an exam or not doing well sufficient to meet their hopes and the expectations of teachers.
- 3. Strict targets:** - Students regularly have to meet tight targets for completing assignments and projects. This may cause tension, particularly for students who are having difficulty in a specific subject.
- 4. Competitive classmates:** - Students may feel stress to compete with their classmates and friends. This stress can lead to anxiety and many serious diseases.
- 5. Highest expectations:** - Students may feel pressure to encounter the highest expectations of their parents and teachers. This pressure can lead to stress and anxiety, especially if students feel like they are not living up to their expectations.
- 6. Punishment:** - Punishment is defined as a person or a group's reaction to unorthodoxies from social norms and to unacceptable behaviours. A child learns to avoid punishment through behaving according to what is preferred by the parents and teachers. Children have fear regarding punishment by the teachers.

Socio-emotional school climate

Education is a process which helps human being to transfer internal behaviour to human behaviour. For this transfer of behaviour school is most significant place where students get understanding and improve psychological behaviours to increase academic excellence. Therefore we can say that school is a place where students get knowledge and learn values, etiquettes and cognitive behaviours. School education plays an important role in every one's life. Education makes all round development of the students also. It makes their strengths. For making all round development and strengths, every individual needs to go to school.

School is a place in which all students can succeed by providing harmless and supportive environments by the government and administration. It provides opportunities for all students to develop socio-emotional learning. By developing the environments and chances for learning can reduce discriminations, generate safe places for disadvantaged youth and contribute to student development. School climate gives a positive, harmless and attractive environment, which permits students to develop and practice their cognitive, effective, cognitive, social and emotional skills.

Characteristics of Socio-emotional school climate

Following are the characteristics of socio-emotional school climate.

- 1. Protection:** Every child wants to go to school without any fear. When schools provide quality, inclusive and safe education, children can learn, make friendships and gain the critical skills they

need to direct social situations. In the best climate, school locates children on the track to a favourable future. Sometimes, school becomes a place where they practice violence like as bullying, harassment, verbal abuse and exploitation, corporal punishment and other forms of humiliation can come at the hands of a peer, of an instructor, a peer, or even a school official.

2. **Teaching and learning:** - Teaching and Learning climate in the classroom is the physical, psychological and instructional environment in the class. This contains classroom management techniques, how the teacher instructs, handles student interactions and the way to space is organized and maintained.
3. **School environment:** A positive school climate for children affects a child's educational presentation. A child working in a peaceful consequence is more fruitful than a child working in a messy climate. The learning power of the child grows in a vigorous and supportive environment. The school environment includes highly qualified and experienced teachers who develop every child's interest in learning. They make an effort to maintain a positive rapport with the child
4. **Interactive relationship.** In the long run, a lot of preferences will need to be made because improved management between teachers and pupils is necessary. You have to develop better solutions with which, as a teacher, your interaction with students will be respectable. This could be the strategy to success for teachers and students in the classroom to teach and study the syllabus, respectively. When teachers and students are in the same classroom, they have to understand each other. Then only the aims of teaching and studying the syllabus will run into with success.
5. **Moral and social values:** The children can learn moral and social values from school that make them respect their culture and tradition.
6. **Co-curricular activities:** - School offers various co-curricular activities that include many games such as judo, yoga, cricket, badminton, chess etc. and cultural activities such as dance, music and play etc. They afford the students with wide cultural curriculum. They have a solid belief that the co-curricular activities help a child to have group and leadership skills with personality development.

Review of the related Literature

The review of the related literature is a brief knowledge of a subject related field that supports the identification of specific research. Following are the reviews of the related literature.

Kalhotra (2011) studied the Mother education and perception of socio-emotional climate of the school by high school students of Jammu region. The researcher found that the students with different levels of their mother's education differ significantly as regards their perception of social, emotional and socio-emotional climate of the school.

Falsario (2014) studied the relationship between classroom environment and student's academic performance. The respondents were the 123 fourth year Bachelor of Secondary Education (BSED) and Bachelor of Elementary Education (BEED) students taking the Teaching Profession. The survey method using the Classroom Environment questionnaire adapted from the downloaded instrument was used. Implications of the findings were classroom environment to a certain extent had some influence on academic performance of students.

Kumar (2015) carried out a study "Impact of gender and socio-emotional school climate on achievement of tribal students" was carried out by The results showed that gender does not affect achievement motivation of the tribal students considerably but the socio-emotional school climate significantly affects the achievement motivation of the tribal students.

Prabhu (2015) conducted research on the topic “A study on academic stress among higher secondary school students”. The results showed that male students have higher academic stress than female students and Private school students have faced highest academic stress than government school students.

Karamkar (2018) conducted research on the socio-emotional classroom environment of teachers in the Bankura District of secondary schools.. The results revealed that if there is highest emotional intelligence in teachers then they have ability to create positive socio-emotional classroom environment. The results showed positive correlation between socio-emotional classroom environment and emotional intelligence of teachers.

Significance of the Study

Today academic stress is a very serious problem among secondary and senior secondary school students in educational system of India. It is the duty of school and family to remove academic stress in students’ life. Secondary school students face a crucial period of life where they have many physical, mental and emotional changes. Teachers and school play a huge role in students’ life. Students follow teacher’s instructions and orders. Academic stress can be removed by improving socio-emotional school climate. This type of environment gave opportunities to every student’s for their socio-emotional development. Students and teachers interact for each other socially, emotionally and academically. If the socio-emotional school climate is worthy then students’ academic stress can be removed. This study will be useful for the students, teachers, school administration and parents. There are a few studies conducted on academic stress and socio-emotional school climate among secondary school students. So the researcher chose this study to find out the academic stress and socio-emotional school climate of secondary school students.

Objectives

1. To find out the relationship between Academic Stress and Socio-emotional school climate among secondary school students.
2. To find out the difference in Academic stress among secondary school students with respect to gender and types of school.
3. To find out the difference in Socio-emotional school climate among secondary school students with respect to types of school.

Hypotheses

1. There exists no significant relationship between Academic stress and Socio-emotional school climate among secondary school students.
2. There exists no significant difference in Academic stress among secondary school students with respect to gender and types of school.
3. There exists no significant difference in Socio-emotional school climate among secondary school students with respect to types of school.

Method and Procedure

Descriptive research method was accompanied by the researcher to collect appropriate data about the research topic.

Sample

A sample is a small number of the population proposed to show the nature of the whole population. In this study, stratified random sampling technique was used by the researcher. She selected sample of 400 secondary school students from District Gurdaspur, state Punjab.

Tools used

1. Academic stress scale by Sinha (2014)
2. Socio-emotional school climate scale was developed by the investigator.

Statistical Techniques used

Following statistical techniques were used reach the significant conclusions.

1. Pearson's Coefficient of correlation was used to analyze the relationships between the variables.
2. T-test was used to see the mean difference of the variables in different groups.

Analysis and Interpretation

Table 1 Showing the value of co-efficient of correlation between Academic stress and Socio-emotional school climate

Sr. No	Variable	Correlation	Level of Significance
1.	Academic stress and Socio-emotional school climate	-0.37	Not Significant

The table (i) shows that there is negative correlation between Academic stress and Socio-emotional school climate. The value of the coefficient of correlation between the scores of academic stress and socio-emotional school climate is -0.37. So, there is negative correlation between academic stress and socio-emotional school climate. It shows that if school environment is good then students will not have academic stress but if school climate is not good then students will have academic stress. Therefore hypothesis no 1 is accepted.

Table 2 (a) Showing the Mean, Standard Deviation and t -value of Academic Stress Scores of Secondary School Students with respect to gender.

Sample	N	Mean	S.D.	t- value	Level of Significance
Boys	200	130.85	15.95	3.05	Significant
Girls	200	135.49	14.56		

Significant at 0.01 level

The table ii (a) represents the mean score of male (200) and female (200) secondary school students on Academic stress. The calculated t- value is 3.05 which is greater than the table value 2.54. So, there is significant difference in academic Stress between male and female secondary school students. The mean score of female students 135.49 is more than that of male students 130.85. It shows that female students take more academic stress than male students. Therefore hypothesis no. 2 is rejected.

Table 2 (b) Showing the Mean, Standard Deviation and t -value of Academic Stress Scores of Secondary School Students with respect to type of school.

Sample	N	Mean	S.D.	t- value	Level of Significance
Government school	200	121.04	15.55	3.68	Significant
Private school	200	126.45	13.95		

The table ii (b) shows that calculated t- value is 3.68 which is greater than the table value i.e. 2.54. Thus, pupils at government schools and those at private schools experience very different levels of academic stress. The mean score of private school students is 126.45 which is more than the mean score of government school students 121.04. It shows that private school students have more academic stress than government school students. Therefore hypothesis 2 is rejected

Table 3 Showing the Mean, Standard Deviation and t- value of Socio-emotional school climate Scores of Secondary School Students.

Sample	N	Mean	S.D.	t- value	Level of Significance
Government school	200	160.47	15.25	2.77	Significant
Private school	200	156.05	16.66		

The table (iii) shows the mean score of male (200) and female (200) adolescents on Socio-emotional school climate. The calculated value=2.77 is greater than the table value i.e. 2.54. So, there is a significant difference in socio-emotional school climate of government and private school students. The mean score of government school 160.47 is more than the private school 156.05. It shows that government schools have more favorable socio-emotional school climate than private schools. Therefore hypothesis no 3 is rejected.

Main Findings

1. There exists no significant relationship between Academic stress and Socio-emotional school climate. It shows that if socio-emotional school climate is good then students will not have academic stress but if socio-emotional school climate is not good then students will have academic stress.
2. There is a notable distinction in the levels of academic stress experienced by male and female secondary school students.
3. There exists significant difference in the academic stress of government and private school students. It shows that private school students have more academic stress than government school students.
4. There exists significant difference in socio-emotional school climate of government and private school. It shows that government schools have more favorable socio-emotional school climate than private schools.

Educational Implications

Academic stress is a most common problem among secondary school students. There are very less resources to deal with it. This stress leads to mental health issues, depression and anxiety etc. Sometimes, students committed to suicide. At this stage school is a place where students can get help

from their teachers and friends. It is the duty of the teachers and parents to know the psychology of the students' improve methods of teachings, to deal friendly with students. If the school environment will be friendly then students will not take academic stress. Socio-emotional school climate will help the teachers to understand and interact cooperatively with their students. This study will be helpful for teachers, school administration and parents. Academic stress can be reduced by analysing the situation, in terms of features such as the number of students involved and the causes of their stress and then implementing an appropriate resolution, which consists of co-curricular activities, games, art and craft activities and self-regulation training. Specific techniques for dealing with academic stress include helping students to understand their problems and why it is problematic, giving clear directions and promoting self-efficacy. It's advantageous to comprehend what causes academic stress.

Conclusion

After analysis and interpretation of the result, we can say that if socio-emotional school climate is favourable and learning & cooperative then students will learn and have less academic stress. Students should have healthy climate in the school rather than stressful. Freedom should be given to the students so that they can feel free from heavy curriculum for a while. For students' enjoyment co-curricular activities should be organized in the school.

References

1. Falsario H. N. et al. (2014). Classroom climate and academic performance of education students, Southern Iloilo Polytechnic College-WVCST Miagao Campus, Presented at the DLSU Research Congress, De La Salle University, Manila, Philippines, 6-8.
2. Kalhotra, S. K. (2011). Mother Education and Perception of Socio-Emotional Climate of the School by High School Students of Jammu Region. *Research Analysis and Evaluation International Referred Research Journal*, I (17), 139-141.
3. Karamkar, D. (2018). Socio-emotional classroom environment of secondary school teachers in Bankura District. *International Journal of Research and Analytical Review*, 5 (4), 1771-1781.
4. Kumar, P. (2015). Impact of gender and socio-emotional school climate on achievement of tribal students. *American International Journal of Research in Humanities, Arts and Social Sciences*, 9 (3), 202-205.
5. Prabhu, P. S. (2015). A study on academic stress among higher secondary school students. *International Journal of Humanities and Social science Invention*, 4(10), 63-68. of an instructor, a peer, or even a school official They make an effort to maintain a positive rapport with the child.