

# Study of Impact of Academic Stress on Academic Achievement of Higher Secondary School Students

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## Abstract

This study investigates the effect of academic stress on the academic achievement of higher secondary school students. A sample of 200 students was selected using the stratified proportional random sampling technique, comprising 100 students each from government and private schools in Durg district. The students represented both English and Hindi mediums. The Academic Stress Scale developed by Uday K. Sinha (2017) was used to measure the level of academic stress, and academic achievement was determined based on percentage of marks obtained in 11th-grade final examinations. The statistical analysis using the t-test revealed a significant negative impact of academic stress on students' academic performance.

## Introduction

Academic stress has become a pressing concern among students, especially at the higher secondary level, where they face increased pressure to perform well due to board examinations, future career planning, and competition. Prolonged stress can lead to cognitive overload, emotional imbalance, and reduced academic performance. Therefore, understanding the effect of academic stress on academic achievement is crucial for educators, parents, and policymakers.

## Objectives of the Study

1. To assess the level of academic stress among higher secondary students.
2. To analyze the academic achievement of students based on their stress levels.
3. To examine the difference in academic achievement between high-stress and low-stress students.
4. To investigate the role of school type (government vs. private) in moderating the relationship between stress and academic performance.

## Hypotheses

H<sub>0</sub> : There is no significant difference in academic achievement between students with high and low levels of academic stress.

## Methodology

### Sample:

- Total: 200 students from higher secondary schools in Durg district
- 100 from government schools and 100 from private schools

- Medium: English and Hindi
- Sampling method: Stratified proportional random sampling

**Tools Used:**

- Academic Stress Scale by Uday K. Sinha (2017)
- Academic Achievement: Percentage of marks obtained in the 11th-grade final examination

**Design:**

Descriptive and comparative research

**Statistical Technique:**

Independent Sample t-test

**Data Analysis and Interpretation****Grouping:**

- Students were divided into High Stress and Low Stress groups based on their median scores on the Academic Stress Scale.

**Table 1: Academic achievement between students with high and low levels of academic stress.**

Group	N	Mean (Achievement %)	SD	t
High Stress	100	66.42	8.10	6.28
Low Stress	100	73.85	7.45	

**Interpretation:**

The t-value = 6.21 and p-value = 0.000, which is less than 0.05, indicate a statistically significant difference between the two groups. Therefore, the null hypothesis is rejected, and it is concluded that academic stress has a negative impact on academic achievement.

**Findings**

- Students experiencing high academic stress scored significantly lower in academic achievement.
- Academic stress was more prevalent among private school students compared to government school students.
- Students from English medium reported slightly higher stress than Hindi medium counterparts.

**Conclusion**

The study concludes that academic stress adversely affects students' academic performance. It emphasizes the need for a supportive learning environment and mental health interventions in schools. Recognizing and addressing stress factors can enhance students' performance and well-being.

**Educational Implications**

- Schools should implement stress-management programs and counseling services.
- Teachers and parents must reduce pressure and provide emotional support.
- Examination and grading systems should be made student-friendly.
- Awareness programs about healthy coping mechanisms must be introduced.

## References

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