

Impact of Stress Level of High School Students on their Academic Achievement after Covid-19 Pandemic

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Abstract: The purpose of this investigation is to examine the relationship between Academic Achievement and stress of high school students after Covid-19 pandemic. Giving representation to class, samples of 150 students were selected using stratified random sample procedure. The number of boys would be 74 and girls would be 76 sample. To find out the stress level among high school students, Stress Scale (SS LVNS) (2014) was used and Academic Achievement of the students was obtained from Office records. The collected data was analyzed utilizing independent 't' test in all cases the level of significance was fixed at 0.05 and 0.01 confidence levels. From the correlation result it was seen negative significant relationship between academic achievement and stress of high school students during Covid-19 pandemic. Both boys and girls had similar type of performance in academic success. Both teachers and parents play important roles in reducing stress levels and promoting academic success during online learning during the COVID-19 pandemic.

Index Terms – Academic Achievement, Stress, High School, Students, Covid-19 Pandemic

I. INTRODUCTION

During the COVID-19 pandemic, many countries were forced to close schools and shift to remote learning to slow the spread of the virus. This resulted in a significant disruption to secondary education as students were unable to attend in-person classes, access school facilities and resources, and engage with teachers and classmates face-to-face. The shift to online learning has also highlighted disparities in access to technology and the internet, leading to challenges for students in low-income communities. Despite these challenges, many schools and teachers have been creative and resourceful in providing alternative forms of education to students.

The COVID-19 pandemic has led to a shift towards online learning, which has both benefits and challenges for academic achievement. On one hand, online learning can provide students with flexible scheduling, 24/7 access to course materials, and a wider range of resources. On the other hand, students may face difficulties with motivation, technology, and a lack of in-person support. Despite these challenges, many studies have shown that online learning can lead to improved academic outcomes, especially when combined with effective teaching strategies and support systems. The success of online learning ultimately depends on the individual student and the quality of the learning experience provided.

It is true that many students have faced increased stress during the COVID-19 pandemic while learning online. The pandemic has resulted in a disrupted school environment, changes in routines, and a loss of social connections, all of which can contribute to increased stress levels. Additionally, students may face technical difficulties, lack of in-person support, and distractions while learning online, which can further exacerbate their stress. Furthermore, students may struggle with feelings of isolation and disconnection, which can negatively impact their mental health. It is important for schools, parents, and educators to support students and provide them with resources to help manage stress during these challenging times.

The academic performance of the children plays a crucial role in deciding about the next higher stage of education, and probably career too. Therefore, excessive stress during this stage could result in increased prevalence of psychological problems like depression and nervousness, stress, anxiety, which could ultimately have a negative impact on the outcome of the achievements. Academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. Students have to face many academic burdens like school examinations, answering questions in the class, showing progress in school subjects.

Academic Achievement refers to the level of success and of proficiency attained in some specific areas concerning academic work. It refers to what and how an individual has learnt qualitatively and quantitatively after a period of instruction given. In all educational institutions, the whole teaching learning process is directed towards achievement in the academic field as well as in the

sphere of co-curricular activities. The academic achievement is required to be of greater value and for the attainment of which the students, teachers and parents strive towards it. Academic achievement is the outcome of education.

Stress is an internal state which can be caused by physical demands on the body (diseased conditions, exercise, extremes of temperature and the like or by environmental and social situations) which are evaluated as potentially harmful, uncontrollable or exceeding our resources for coping with life events and pressures of everyday life. The physical, environmental, and social causes of the stress are called stressors (Morgan, King, Weisg & Schopler, 1993).

Students are under stress, since the demand is related to achievement of an academic goal. So, academics are related to the achievement of an academic goal. Stress is an important factor accounting for variation in academic achievement. It also contributes to major mental health hazards, problems both physical and mental stress related diseases. Stress makes a significant contribution to the prediction of subsequent student performance and acts as a negative predictor of academic performance of students.

Sharma and Pandey (2017) aimed to study the anxiety, depression, and stress in relation to academic achievement among higher secondary school students. The results revealed significant negative association between depression and anxiety for criterion variable academic achievement. Furthermore, stress and academic achievement found to be significant positive associations with each other. Veena and Shastri (2016) undertaken to identify the sources of stress among students of high and low academic performance. The findings of the study showed that the majority of the student's perceived education as more stressful. High and low academic performing students as well as pure and applied science course students differed significantly on sources of stress. Ghosh (2016) investigated a study on academic stress among government and private high school students. It was observed that female students experienced more academic stress than their male counterparts. From the above studies it is confirmed that there is no studies conducted on the stress level of high school students and its impact on their academic achievement after Covid-19 Pandemic especially for School situated in Bengaluru city, Karnataka. Hence, the present study is conducted.

2. NEED OF THE STUDY

Education is a perennial process and a research is necessitated to explore the various aspects in academic achievement. The background of children effects, promotes, and influences the patterns of academic achievement. If a scientific study is endeavored on these factors, it certainly helps to achieve and promote academic standards and weed out the drawbacks. School achievement may be affected by various factors like intelligence, study habits and attitudes of pupil, personality, socio economic-status, etc. Thus, a child who seem himself as top ranking, as scholars, may set as his goal the attainment of the highest grade in the class. In our society, academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence, academic achievement occupies a very important place in education as well as in the learning process.

The relationship between online learning and reduced stress during the COVID-19 pandemic is complex and can vary greatly depending on individual circumstances. While some students may experience reduced stress as a result of online learning, such as the ability to control their learning environment and pace, others may face additional stressors, such as technology difficulties or a lack of in-person support. In general, online learning can be beneficial for students who are able to effectively manage their stress and focus on their studies. However, it is important to note that stress management and support should be an integral part of online learning programs, and that students who are struggling with stress should be provided with the necessary resources and support. The study has found significant number of children feeling stressed due to various aspects of academics like homework, classroom methods, examination etc. This gives an insight in to levels of stress in children. Efforts should be made to reduce the stress in children in light of the findings of the study so that they grow-up to their full potential.

3. RESEARCH TOPIC

The topic identified for the current investigation is on "Impact of Stress Level of High School Students on their Academic Achievement after Covid-19 Pandemic."

4. PURPOSE AND OBJECTIVES OF THE STUDY

The purpose of this investigation is to examine the Relationship of Academic Achievement of High School Students and their Stress levels.

1. To establish the relationship between Academic Achievement and Stress of high school students.
2. To study the Academic Achievement of high school students with respect to Gender.

5. RESEARCH HYPOTHESES

The following hypotheses guided the study:

1. There is no significant relationship between the Academic Achievement and Stress of high school students.
2. There is no significant difference in the Academic Achievement of high school boys and girls.

6. METHODOLOGY

The current research was followed by descriptive survey method and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collect, analyze and interpret the varied kinds of numerical data obtained from the subjects. Giving representation to Gender, a sample of 150 high school students out of which 74 students are boys and 76 students are girls were selected by using stratified random sample procedure. To find out the stress level among high school students, Stress Scale (SS LVNS) (2014) was used and Academic Achievement of the high school students was obtained from Office records. The collected data was analyzed and utilizing through independent 't' test in all cases the level of significance was fixed at 0.05 and 0.01 confidence levels.

7. DATA ANALYSIS AND INTERPRETATION

Table-1: Number, Degree of Freedom, 'r' value and Level of Significance for Academic Achievement and Stress scores of among high school students.

Variables	Mean	Standard Deviation	'r' value	Sig. level
Academic Achievement as Dependent Variable	372.440	98.283	-0.570	**
Stress as Independent Variable.	16.880	5.527		

**Significant at 0.01 level (Table Value 0.208; df=148)

The above table-1, it was seen that the obtained 'r' value -0.570 for Academic Achievement and Stress is higher than the table value 0.208 at 0.01 level of significance. Therefore, the null hypothesis is rejected and the alternate hypothesis has been formulated that "there is a negative significant relationship between Academic Achievement and Stress of high school students." The result concludes that students having low stress had higher achievement and vice versa.

Table-2: Number, Mean, Standard Deviation, 't' Value and Level of Significance of Academic Achievement scores of high school boys and girls.

Variable	Groups	N	Mean	Standard Deviation	't' and 'P' Value	Sig. Level
Gender	Boys	74	370.135	104.040	0.28	NS
	Girls	76	374.684	92.975	(P=0.778)	

^{NS}Not Significant

The above table-2, it can be inferred that the obtained 't' value 0.28 is less than the table value of 1.98 (df=148) at 0.05 level of significance. Hence, the null hypothesis is accepted that is "there is no significant difference in the Academic Achievement of secondary school boys and girls." The results confirm that high school students of both the boys and girls had a similar type of academic achievement. The same is represented in graphical presentation in Fig.1.

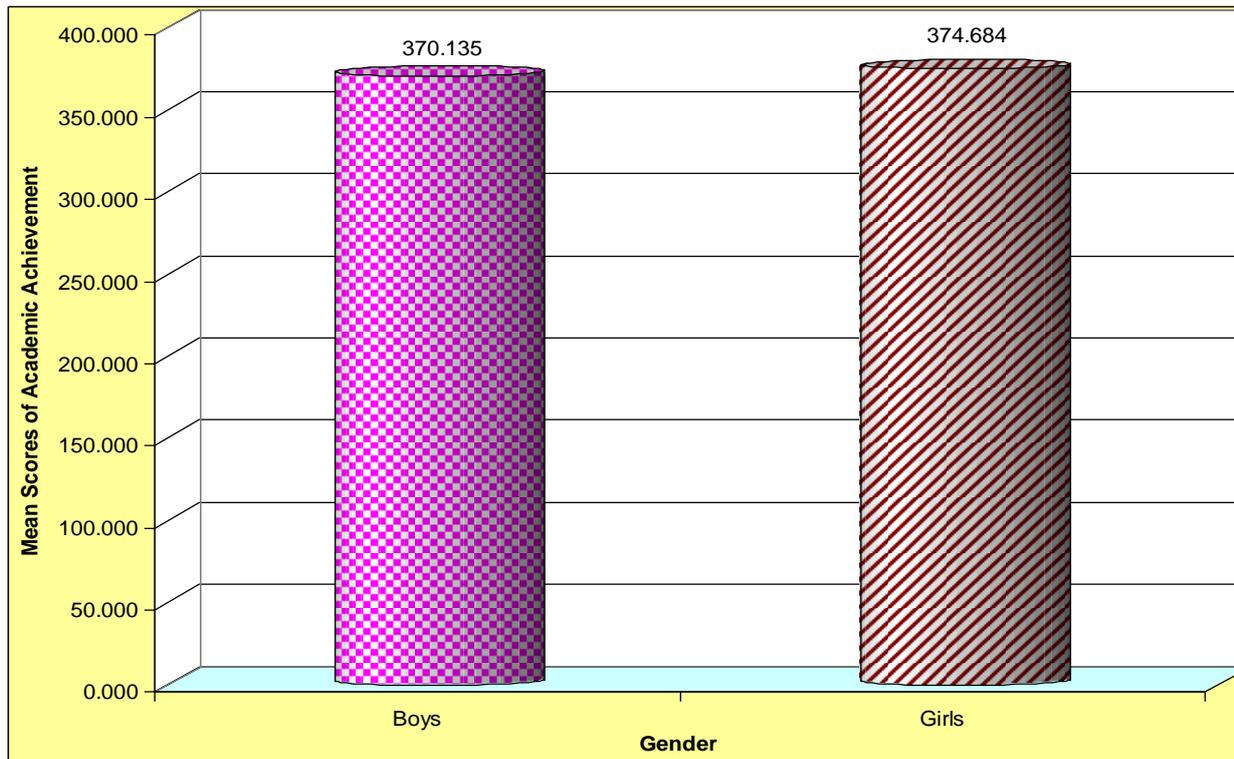


Fig.1: Bar Graph shows the mean scores in the Academic Achievement of secondary school boys and girls.

8. RESULTS

1. There is a negative significant relationship between Academic Achievement and Stress of high school students ($r = -0.570$).
2. There is no significant difference in Academic Achievement of secondary school boys and girls ($t = 0.28$).

9. CONCLUSIONS

From the correlation result it was seen that negative significant relationship exists between academic achievement and stress of high school students during Covid-19 pandemic. Both boys and girls had similar type of performance in academic success. Both teachers and parents play important roles in reducing stress levels and promoting academic success in online learning during the COVID-19 pandemic. Both teachers and parents can play a key role in reducing stress levels and promoting academic achievement by working together to provide students with a supportive, structured, and engaging online learning environment.

Teachers should foster a positive learning environment by being supportive and responsive to student needs and provide clear and consistent guidelines, expectations, and feedback and offer regular opportunities for interaction, collaboration, and socialization among students. Incorporate stress-management techniques into the curriculum or lesson plans to foster a positive online learning environment.

Parents should encourage a consistent routine and dedicated study space for their child and foster a positive and supportive home environment for their child's learning and also communicate regularly with the teacher to stay informed and provide support. Parents and teachers should provide resources and support for managing stress and promoting mental health.

10. REFERENCES

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