ACADEMIC ACHIEVEMENT AND EDUCATIONAL STRESS OF THE SECONDARY STUDENTS IN ANDAMAN AND NICOBAR ISLANDS

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Abstract

The present study has been conducted to investigate the academic achievement and educational stress of secondary students. The study has conducted on a random sample of 1000 IX students studding in secondary schools located in Andaman and Nicobar Islands. Academic achievement is half year mark taken in secondary students and Examination stress scale was constructed and validated by the Investigator and the Research Guide (2018) used to data collect the data. On the basis of the results of the present study, it can be concluded that Age have significant effect in the Academic Achievement and Examination stress of the IX standard students, Further it is noted that gender, Type of family have no significant effect in the Academic Achievement and Examination stress of the IX standard students.

Key words: Academic achievement, Examination stress and Students.

INTRODUCTION

The successful reading of a goal used, particularly, to refer to real-life success and when evaluating a person's life. Achievement signifies accomplishment or gain or a performance carried out successfully by an individual or group on the completion of a task whether it is academic, manual, personal or social. Thus the achievement means all those behavioural changes, which take place in the individual as a result of learning experience of various kinds.

The complexity of study activities during adolescence and the need to understand the dynamics of educational stress. The significant factors, which contribute to educational stress, are the family environment and school environment of the adolescent.

OBJECTIVES OF THE STUDY

The following are the objectives of the present study:

1. To study the significance of the difference with respect to academic achievement, if any between

    a. Age   :   13yrs / 14 yrs

    b. Gender   :   Male/Female

    c. Type of Family :   Joint family / Nuclear family

2. To study the significance of the difference with respect to educational stress, if any between

    a. Age   :   13yrs / 14 yrs

    b. Gender   :   Male/Female

    c. Type of Family :   Joint family / Nuclear family

HYPOTHESIS OF THE STUDY

The following hypothesis are formulated from the above objectives

The following are the objectives of the present study:

1. There is no significance of the difference with respect to academic achievement, if any between

    a. Age   :   13 yrs /14 yrs

    b. Gender   :   Male/Female

    c. Type of Family :   Joint family / Nuclear family

2. There is no significance of the difference with respect to educational stress, if any between

    d. Age   :   13 yrs /14 yrs

    e. Gender   :   Male/Female

    f. Type of Family :   Joint family / Nuclear family

Methodology

The investigator, in consultation with his guide, felt that the normative survey method could be the most appropriate method to study the multiple intelligence.

Sample

In this study, random sampling technique was used as it was thought to be the most suitable one. It represents a total sample. A total number of 1000 IX standard school students were selected using by random sampling technique.

Tools used

The following tools were employed for the present study the tools used in the study were the Academic achievement is half year mark taken in secondary students and Examination stress scale was constructed and validated by the Investigator and the Research Guide (2018).

Statistical Techniques used

For the present study, the following statistical techniques were used:

1. 't' and 'F' test

Result and Discussion

Table 1

Showing Mean, SD and t-test for students' Academic Achievement scores of sub samples

Variables	Sub Samples	N	Mean	SD	t- value	Level of significant
Age	13 yrs	319	64.09	6.719	3.477	Significant
	14 yrs	681	62.51	6.591		
Gender	Boys	555	62.69	6.313	1.720	Not Significant
	Girls	445	63.42	7.073		
Type of family	Joint Family	326	63.20	6.705	0.606	Not Significant
	Nuclear Family	674	62.93	6.655		

From the above table 1, it is found that the calculated 't' value is 3.477. The calculated 't' value (3.477) is significant at 0.05 level, which confirms that there is significant difference between secondary students academic achievement on the basis of age. Hence the stated hypothesis is rejected. To sum up the 13 yrs old student and 14 yrs old student differ significantly in their academic achievement.

Then the above table 1, it is found that the calculated 't' value is 1.720. The calculated 't' value (1.720) is not significant at 0.05 level, which confirms that there is no significant difference between secondary students academic achievement on the basis of gender. Hence the stated hypothesis is accepted. To sum up the male and female do not differ significantly in their academic achievement.

Also from the above table 1 it is found that the calculated 't' value is 0.606. The calculated 't' value (0.606) is not significant at 0.05 level, which confirms that there is no significant difference between secondary students academic achievement on the basis of Type of family. Hence the stated hypothesis is accepted. To sum up, the Joint Family and Nuclear Family do not significantly differ in their academic achievement.

Table 2

Showing Mean, SD and t-test for students' Examination Stress scores of sub samples

Variables	Sub Samples	N	Mean	SD	t- value	Level of significant
Age	13 yrs	319	95.40	15.170	3.830	Significant
	14 yrs	681	91.40	15.899		
Gender	Boys	555	92.12	16.242	1.246	Not significant
	Girls	445	93.36	15.159		
Type of family	Joint Family	326	92.44	16.417	0.317	Not significant
	Nuclear Family	674	92.78	15.464		

From the above table 2, it is found that the calculated 't' value is 3.830. The calculated 't' value (3.830) is significant at 0.05 level, which confirms that there is a significant difference between secondary students Examination stress on the basis of age. Hence the stated hypothesis is rejected. To sum up the 13 yrs old student and 14 yrs old student differ significantly in their Examination stress.

Then the above table 2, it is found that the calculated 't' value is 1.246. The calculated 't' value (1.246) is not significant at 0.05 level, which confirms that there is no significant difference between secondary students Examination stress on the basis of gender. Hence the stated hypothesis is accepted. To sum up the male and female do not differ significantly in their Examination stress.

Also from the above table 2, it is found that the calculated 't' value is 0.317. The calculated 't' value (0.317) is not significant at 0.05 level, which confirms that there is no significant difference between secondary students Examination stress on the basis of Type of family. Hence the stated hypothesis is accepted. To sum up, the Joint Family and Nuclear Family do not significantly differ in their Examination stress.

Conclusions

On the basis of the results of the present study, it can be concluded that Age have significant effect in the Academic Achievement and Examination stress of the IX standard students, Further it is noted that gender, Type of family have no significant effect in the Academic Achievement and Examination stress of the IX standard students.

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