

Academic Stress of The Board Exam Writing Students in Relation to Their Academic Achievement

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Abstract—Academic stress is unavoidable in one's life. It is more crucial in board exam writing students' stage. While making decisions, board exam writing students may face conflicts regarding choice. We cannot be sure and expect each individual to adopt an effective strategy in dealing with such a decisional conflict. The degree of influences the respective psychological dimensions operating in the family, are having over the decision making styles of board exam writing students will have to be identified. Hence the Study of Academic Stress in relation to Achievement among the board exam writing students assumes significance in this context. It is one of the major causes of mental health problems in board exam writing students. In the event of failure in the examinations some board exam writing students even go to the extent of stress. It is stressful for the adolescent, the parents as well as the school. The present study is aims to know the board exam writing students' Academic Stress and related to Academic Achievement. The result shows that students low Academic Stress is linked with better Academic Achievement. Also, there is a positive significant relationship between Academic Stress and Academic Achievement.

Index Terms—Academic Stress, Academic Achievement and Board Exam Students

I. INTRODUCTION

Stress occurs when you can't sit still, your thoughts are racing, and you feel out of control. Your body feels knotted. You feel energized but don't know where to focus. Time pressures you hard to focus. A psychological and physiological response to a real or perceived threat that requires action or resolution is stress. When chronic, it causes serious health problems on cognitive, behavioral, and biological levels (Linden, 2005). In reality, stress is a long-standing survival mechanism that has been programmed to raise internal awareness of danger and shift all of the body's resources into a state of increased readiness.

Students' academic performance and general well-being can be adversely affected by academic stress, which is a form of stress associated with the demands of the educational setting. It is typified by emotional or mental stress brought on by demands and expectations related to academics. In addition to psychological effects like anxiety, depression, and a decline in motivation, this stress can also show up as physical symptoms like headaches and stomach-aches. A student's academic performance and general well-being can be greatly impacted by academic stress, a problem that is common in educational environments. The demands and pressures of academic life can cause stress, which can show up as negative thoughts, anxiety and fear, and behavioral changes, among other things. It is essential to comprehend the causes of academic stress and its effects in order to create efficient coping mechanisms and its effects is essential for creating healthy coping mechanisms and encouraging successful academic performance.

From the standpoint of psychology, academic achievement includes a student's performance in classroom environments, which represents their development of new knowledge and abilities. Self-concept, motivation, and the family environment are among the many cognitive, emotional, motivational, and social elements that interact to influence it.

The dynamics of the student's interactions with the school's demands system, which manifest as a congruent relationship between demands and performances, are what define academic achievement. The teacher-created learning tasks and the school curriculum serve as comparison elements, a sort of reference standard by which academic achievement levels are assessed (high, medium, or low, depending on the degree of correlation between the demands and the student's performance). (Golu and Golu, 2003). Psychologically, a student may experience academic

success or failure as a feeling of accomplishment or failure, depending on whether or not his performance aligns with his expectations for the action he took (Nuttin, apud Kulcsar, 1978).

II. NEED AND SIGNIFICANCE FOR THE STUDY

In school situations, the attribution for success and failure may be considered as one of the important character traits many of the student, in addition, the stress degree of the scholar is also to be taken into account for his highbrow interests and they may face many boundaries and screw ups. (Dr. C. Ashok Kumar, 2025). There is an urgent need to find a solution to the problem of Academic Stress and Achievement among the board exam writing students. It is one of the major causes of mental health problems among the board exam writing students. Academic stress is essential for mobilizing the potential of individuals to work more efficiently. As we all know, teachers play the most crucial role in student learning and achievement as they are the ones who make students learn effectively and efficiently. (Dr. C Ashok Kumar & R Kayalvizhi, 2024). The reason is that academic achievement is stressful for the board exam writing students, the parents as well as the school. It is stressful for the parents because they want their child to enter into professional education in a reputed institution. Since the competition for such institutions is heavy, a very high academic achievement is essential. Even this does not guarantee admission in such institution. The future students must keep in mind that their valuable time and work creates harmonious nation to provide suitable packages for the development of the nation. (C. Ashok Kumar, S. Solomon Sujai and A. Ranjith Kumar, 2016). Hence the schools have to produce the expected results. This causes stress to the school personnel also. The pressure from the parents and the school to excel from time to time affects the mental health among the board exam writing students and sometimes leading to suicide owing to decision making styles

III. TERMS AND DEFINITIONS

- Academic Stress: refers to the stress caused by difficulties in academic activities.

- Achievement: refers to the X standard students got scores from half-yearly examination that is rounded into 100.
- Board Exam Writing Students: refers to the state board exam writing students from X standard in Madurai District.

IV. VARIABLES OF THE STUDY

Dependent Variable.

1. Academic Stress
2. Academic Achievement

Independent Variable.

1. Gender: Male / Female
2. School Locality: Urban / Rural
3. Medium of study: Tamil / English

V. OBJECTIVES OF THE STUDY

Following are the specific objectives framed for the study.

1. To measure the level academic stress among the board exam writing students.
2. To find out the significant influence of independent variables viz., Gender, School locality and Medium of study on dependent variable academic stress among the board exam writing students.
3. To measure the level of achievement among the board exam writing students.
4. To find out the significant influence of independent variables viz., Gender, School locality and Medium of study on dependent variable achievement among the board writing students.
5. To find out the relationship between academic stress and achievement among the board exam writing students.

VI. HYPOTHESES OF THE STUDY

The following hypotheses are formulated in the present study.

1. Gender exerts a significant influence on academic stress among the board exam writing students.

2. School locality exerts a significant influence on academic stress among the board exam writing students.
3. Medium of study exerts a significant influence on academic stress among the board exam writing students.
4. Gender exerts a significant influence on achievement among the board exam writing students.
5. School locality exerts a significant influence on achievement among the board exam writing students.
6. Medium of study exerts a significant influence on achievement among the board exam writing students.
7. There is a significant and positive relationship between academic stress and achievement among the board exam writing students.

VII. METHODOLOGY-IN-BRIEF

Design: Descriptive; Method: Normative; Technique Survey

Sample of the Study

A stratified representative sample of 340 board exam writing students constituted from twelve schools recognized by the Department of School Education, Tamil Nadu situated in Madurai District with due representation given to the variables viz., Gender, School locality and Medium of study.

Tools Used:

The following tools were used by the investigator for the data collection:

1. General Information Sheet developed by the Investigator.
2. Academic stress inventory constructed by the investigators.

VIII. STATISTICAL TREATMENTS

The statistical treatments employed in the study are listed below.

- Mean and Standard Deviation
- ‘t’ test for significance of difference between the means of large independent samples.
- Correlation Analysis Pearson’s Product Moment Correlation ‘r’.

Analysis.

Hypothesis 1.

Gender exerts a significant influence on academic stress among the board exam writing students.

Table 1: Statistical measures and results of test of significance of difference between the means score of academic stress among the board exam writing students: Gender-Wise

Variable	Sub-Category	N	M	S.D.	‘t’ - value	Significance a 0.05 level
Gender	Male	108	53.84	9.18	-	Significant
	Female	232	56.65	9.79	2.812	

It is evident from table 1, that the obtained ‘t’ value 2.812 is greater than the table value 1.96 at 0.05 level of significance. This shows that there is a significant difference between the male and female board exam writing students in terms of academic stress. Further, it is observed that female students have high academic stress than male students. Hence the hypothesis 1 is accepted.

Hypothesis 2.

School locality exerts a significant influence on academic stress among the board exam writing students.

Table 2: Statistical measures and results of test of significance of difference between the means score of academic stress among the board exam writing students: School locality Wise

Variab le	Sub- Catego ry	N	M	S.D.	‘t’ - valu e	Significan ce a 0.05 level
School localit y	Urban	86	53.28	8.34	-	Significant
	Rural	254	57.06	11.66	3.259	

It is evident from table 2, that the obtained ‘t’ value - 3.259 is higher than the table value. 1.96 at 0.05 level of significance. This shows that there is significant difference between the urban and rural school locality board exam writing students in terms of academic stress. Further, it is observed that rural school locality students possess more academic stress than urban students Hence the hypothesis 2 is accepted.

Hypothesis 3

Medium of study exerts a significant influence on academic stress among the board exam writing students.

Table 3: Statistical measures and results of test of significance of difference between the means score of academic stress among the board exam writing students: Medium of study Wise

Variable	Sub-Category	N	M	S.D.	't' - value	Significance a 0.05 level
Medium of study	Tamil	257	52.59	9.19	-3.139	Significant
	English	834	56.94	11.49		

It is evident from table 3, that the obtained 't' value - 3.139 is higher than the table value. 1.96 at 0.05 level of significance. This shows that there is significant difference between the Tamil and English Students in terms of academic stress. Further, it is observed that English Students possess more academic stress than Tamil students Hence the hypothesis 3 is accepted.

Hypothesis 4:

Gender exerts a significant influence on achievement among the board exam writing students.

Table 4: Statistical measures and results of test of significance of difference between the means score of achievement among the board exam writing students: Gender Wise

Variable	Sub-Category	N	M	S.D.	't' - value	Significance a 0.05 level
Gender	Male	108	65.94	15.76	-1.803	Significant
	Female	232	69.21	14.76		

It is evident from table 4, that the obtained 't' value - 1.806 is lower than the table value. 1.96 at 0.05 level of significance. This shows that there is no significant difference between the male and female board exam writing students in terms of achievement. Further, it is observed that gender does not influence on achievement. Hence the hypothesis 4 is rejected.

Hypothesis 5:

School locality exerts a significant influence on achievement among the board exam writing students.

Table 5: Statistical measures and results of test of significance of difference between the means score of achievement among the board exam writing students: School locality Wise

Variable	Sub-Category	N	M	S.D.	't' - value	Significance a 0.05 level
School locality	Urban	86	66.49	17.64	1.984	Significant
	Rural	254	62.53	12.05		

It is evident from table 2, that the obtained 't' value 1.986 is higher than the table value. 1.96 at 0.05 level of significance. This shows that there is significant difference between the urban and rural school locality board exam writing students in terms of achievement. Further, it is observed that urban school locality students possess more achievement than rural students. Hence the hypothesis 5 is accepted.

Hypothesis 6:

Medium of study exerts a significant influence on achievement among the board exam writing students.

Table 6: Statistical measures and results of test of significance of difference between the means score of achievement among the board exam writing students: Medium of study Wise

Variable	Sub-Category	N	M	S.D.	't' - value	Significance a 0.05 level
Medium of study	Tamil	257	66.02	14.73	0.155	Significant
	English	831	65.71	16.23		

It is evident from table 3, that the obtained 't' value 0.155 is lower than the table value. 1.96 at 0.05 level of significance. This shows that there is no significant difference between the Tamil and English students in terms of achievement. Further, it is observed that medium of study does not influence on achievement. Hence the hypothesis 6 is rejected.

Hypothesis 7:

There is a significant and positive relationship between Academic Stress and Achievement among the board exam writing students.

Variable	'r' Value	Critical Value	Remarks
Academic Stress	0.475	0.016	Significant
Achievement			

The obtained 'r' is 0.475, while the critical value 0.016. Hence there is a significant positive relationship between academic stress and achievement among the

board exam writing students. Hence the hypothesis 7 is accepted.

IX. CONCLUSIONS

The major conclusions arrived at from the study are listed below.

1. Academic Stress among board exam writing students is found high.
2. Academic Stress among board exam writing students is found dependent upon Gender, School Locality and Medium of Study.
3. Achievement among board exam writing students is found high
4. Achievement among board exam writing students is found dependent upon – School locality.
5. Achievement among board exam writing students is found independent upon – Gender and Medium of study.
6. There is a significant and positive relationship between Academic stresses Achievement among board exam writing students.

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