

A STUDY OF STRESS, LONELINESS AND SELF CONFIDENCE OF HIGHER SECONDARY STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

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Abstract

An attempt has been made to investigate the relationship between the academic accomplishment of higher secondary students and their levels of stress, loneliness, and self-confidence in this study. The self-confidence scale standardized by Gnanadevan, R., (2010) has been used for the present study to measure the self-confidence of students. The Loneliness Scale constructed and validated by Gnanadevan, R., (2011) and the Stress Scale constructed and validated by Selvaraj, A., (2013) has been used for the present study to measure the stress of higher secondary students. A random sample of 620 higher secondary students in the Tamilnadu district of Cuddalore have been given the tool. For this study, the survey method has been used. The analysis's conclusion shows that academic achievement in biology among higher secondary students and overall stress have a strong and inverse relationship. Higher secondary biology students' academic achievement and loneliness do not significantly correlate. Higher secondary biology students' academic achievement and self-confidence are significantly and favorably correlated. The current study also confirms that there is an inverse association between academic achievement and stress, with higher secondary pupils reporting higher levels of stress. Teachers, parents, and policy makers can better grasp the type of stress experienced by higher secondary pupils according to the current study. Future scholars will likely focus more on this field and discover coping mechanisms and treatments for stress. Childhood habits are likely to stick with you as you get older. Therefore, it is critical to establish a stress-free learning environment and design a curriculum that is tailored to the needs of the child.

Keywords: *Stress, Loneliness, Self-Confidence, Academic Achievements and Stress Free Learning.*

Introduction

Stress is a multifaceted phenomenon. It is a highly personal experience. It is heavily influenced by prior experiences, temperament, and environmental factors. Stress is a natural aspect of life and is caused by the constantly changing events that one must face. The phrase stress refers to an interior state caused by stressful or unsatisfied circumstances. It is unavoidable to have some level of stress. Stress has been researched for many years by scholars in Psychology, Sociology, and Medicine due to its complicated nature. A certain amount of tension is unavoidable for kids who are learning. There is no living without stress. Most people associate stress with something negative. However, in learning to manage stress properly, one may start to believe that stressful events in one's life are

unimportant can actually be advantageous. Stress, when channeled correctly, can offer the energy for improved academic performance and self-development.

Need and Importance of the Study

Higher secondary education is critical in preparing the country's youth to participate in social reconstruction and economic development. Students from higher secondary schools attend universities and other institutions of higher learning. As a result, they must be of the finest quality. At this point, the number of pupils suffering from "stress" is increasing across the country. The most essential aspect of adolescence is that it is the time in a person's life when fast changes occur. This time is described using terms such as "stormy period, terrible teens, period of transition from immaturity to maturity, and so on." This is mostly due to the numerous physical, mental, emotional, and social changes that occur during adolescence. It is critical to channel these changes properly in order to grow into mature individuals in the future. If stress is not adequately controlled, it can cause psychological disorders among individuals. These disruptions have an impact on their academic performance. As a result, the investigator felt it was vital to investigate the association between students' stress and academic achievement in upper secondary school.

Objectives of the Study

The present study has the following objectives:

To find out whether there is any significant relationship between the psychological variables of the study such as,

- a. Total stress and academic achievement in biology
- b. Loneliness and academic achievement in biology
- c. Self-confidence and academic achievement in biology of higher secondary students.

Hypotheses

Based on the above objectives the suitable null hypotheses has been formulated

Method of Study

For the current study, the normative survey approach was utilized to determine the stress, loneliness, and self-confidence of higher secondary students in connection to academic progress in biology.

Sample of the Study

The stratified random sampling strategy was used for this study. The sample consists of 620 second year higher secondary biology students from various higher secondary institutions in the Cuddalore District of Tamilnadu, India. The total number of higher secondary schools in the Cuddalore educational area is 132. The investigator chose

22 schools at random for the current study, which includes 10 urban and 12 rural schools, 10 government schools, 06 aided schools, and 06 private schools.

Analysis of Data and Interpretations

The data of the study involving 620 students studying in higher secondary have been subjected to:

1. Correlational analysis

Results and Discussion

Relationship between Total Stress and Academic Achievement in Biology of Higher Secondary Students

Hypothesis: There is no significant relationship between total stress and academic achievement in biology of higher secondary student with respect to different sub-sample.

- The coefficient of correlation has been found out to determine the relationship between total stress and academic achievement in biology of higher secondary students. The result of the analysis is given in Table-1.
- The coefficient of correlation between total stress and academic achievement in biology of higher secondary students for the entire sample is found to be -0.246. It is significant at 0.05 level. Hence, it is concluded that there is a significant and negative relationship between total stress and academic achievement in biology of higher secondary students.
- A more detailed analysis has been made by calculating the coefficient of correlation between total stress and academic achievement in biology of higher secondary students with respect to different sub-samples of the study. The result of the analysis is presented in Table-1.

Table 1 Co-Efficient of Correlation between Total Stress and Academic Achievement in Biology with Respect to Different Sub-Samples

S. No	Sub-Sample	Number	r	Level of significance at .05 level
1.	Gender			
	Male	304	-0.188	Significant
	Female	316	-0.292	Significant
2.	Location of the School			
	Rural	279	-0.230	Significant
	Urban	341	-0.240	Significant
3.	Type of School			
	Government	301	-0.296	Significant
	Aided	131	-0.103	Not Significant
	Private	188	-0.205	Significant

4.	Medium of Teaching			
	Tamil	278	-0.248	Significant
	English	342	-0.259	Significant
5.	Nature of Family			
	Nuclear	483	-0.263	Significant
	Joint	137	-0.143	Not Significant
	Total Sample	620	-0.246	Significant

To sum up the following conclusions have been drawn in respect of the above hypothesis:

1. There is a significant and negative relationship between total stress and academic achievement in biology of higher secondary students with respect to following sub-samples:
 - a. male and female students
 - b. students studying in urban schools and rural schools
 - c. students studying in government schools and private schools
 - d. students studying in Tamil medium and English medium
 - e. students who are belonging to nuclear family.
2. There is a no significant relationship between total stress and academic achievement in biology of higher secondary students with respect to following sub-samples:
 - a. students studying in aided schools
 - b. students who are belonging to joint family.

Relationship between Loneliness and Academic Achievement in Biology of Higher Secondary Students

Hypothesis: There is no significant relationship between loneliness and academic achievement in biology of higher secondary student with respect to different sub-samples.

- The coefficient of correlation has been found out to determine the relationship between loneliness and academic achievement in biology of higher secondary students. The result of the analysis is given in Table- 2
- The coefficient of correlation between loneliness and academic achievement in biology of higher
- academic achievement in biology of higher secondary students with respect to different sub-samples of the study. The result of the analysis is presented in Table-2. secondary students for the entire sample is found to be 0.005. It is not significant at 0.05 level. Hence, it is concluded that there is no significant relationship between loneliness and academic achievement in biology of higher secondary students.
- A more detailed analysis has been made by calculating the coefficient of correlation between loneliness and

Table 2 Co-Efficient of Correlation between Loneliness and Academic Achievement in Biology with Respect to Different Sub-Samples

S. No	Sub-Sample	Number	r	Level of significance at .05 level
1.	Gender			
	Male	304	0.009	Not Significant
	Female	316	-0.002	Not Significant
2.	Location of the School			
	Rural	279	0.128	Not Significant
	Urban	341	-0.145	Significant
3.	Type of School			
	Government	301	-0.177	Significant
	Aided	131	0.040	Not Significant
	Private	188	0.278	Significant
4.	Medium of Teaching			
	Tamil	278	-0.005	Not Significant
	English	342	0.049	Not Significant
5.	Nature of Family			
	Nuclear	483	-0.032	Not Significant
	Joint	137	0.066	Not Significant
	Total Sample	620	0.005	Not Significant

To sum up the following conclusions have been drawn in respect of the above hypothesis:

1. There is a significant and negative relationship between loneliness and academic achievement in biology of higher secondary students with respect to following sub-samples:
 - a. students studying in urban schools
 - b. students studying in government schools
2. There is a significant and positive relationship between loneliness and academic achievement in biology of higher secondary students with respect to students studying in private schools
3. There is a no significant relationship between loneliness and academic achievement in biology of higher secondary students with respect to following sub-samples
 - a. male and female students
 - b. students studying in rural schools
 - c. students studying in aided schools
 - d. students studying in Tamil medium and English medium
 - e. students who are belonging to nuclear and joint family.

The studies conducted by Demir A, Tarhan (2001) also indicates that the significant and negative relationship between loneliness and academic achievement in biology of higher secondary students

Relationship between Self Confidence and Academic Achievement in Biology of Higher Secondary Students

Hypothesis: There is no significant relationship between self-confidence and academic achievement in biology of higher secondary student with respect to different sub-sample.

- The coefficient of correlation has been found out to determine the relationship between self-confidence and academic achievement in biology of higher secondary students. The result of the analysis is given in Table -3.
- The coefficient of correlation between self-confidence and academic achievement in biology of higher secondary students for the entire sample is found to be 0.996. It is significant at 0.05 level. Hence, it is concluded that there is a significant and positive relationship between self-confidence and academic achievement in biology of higher secondary students.
- A more detailed analysis has been made by calculating the coefficient of correlation between self-confidence and academic achievement in biology of higher secondary students with respect to different sub-samples of the study. The result of the analysis is presented in Table-3.

Table 3 Co-Efficient of Correlation between Self Confidence and Academic Achievement in Biology with Respect to Different Sub-Samples

S. No	Sub-Sample	Number	R	Level of significance at .05 level
1.	Gender			
	Male	304	0.998	Significant
	Female	316	0.995	Significant
2.	Location of the School			
	Rural	279	1.000	Significant
	Urban	341	0.992	Significant
3.	Type of School			
	Government	301	0.995	Significant
	Aided	131	0.992	Significant
	Private	188	1.000	Significant
4.	Medium of Teaching			
	Tamil	278	0.994	Significant
	English	342	0.998	Significant
5.	Nature of Family			
	Nuclear	483	0.995	Significant
	Joint	137	1.000	Significant
	Total Sample	620	0.996	Significant

To sum up the following conclusions have been drawn in respect of the above hypothesis:

1. There is a significant and positive relationship between self-confidence and academic achievement in biology of higher secondary students with respect to following sub-samples:
 - a. male and female students.
 - b. students studying in urban schools and rural schools.
 - c. students studying in government schools, aided schools and private schools .
 - d. students studying in Tamil medium and English medium.
 - e. students who are belonging to nuclear family and joint family.

The studies conducted by Singh (2009) also indicates that the significant and positive relationship between self-confidence and academic achievement in biology of higher secondary students

Findings of the Study

The following are the important findings of the present study:

Findings of Correlational Analysis

1. There is a significant inverse relationship between total stress and academic achievement in Biology of higher secondary students.
2. There is no significant relationship found between loneliness and academic achievement in Biology of higher secondary students.
3. There is a significant positive relationship found between self-confidence and academic achievement in Biology of higher secondary students.

Implications of the Study

The following are the implications of the present study based on the above findings: According to the findings of this study, the degree of total stress among students in the upper secondary Biology group is high. Teenagers are notorious for having difficulty adjusting. Teenagers, particularly those who are students, are constantly confronted with learning difficulties, career management issues, and difficulties in resolving personal and social issues. Teenagers are always stressed at school because they compete with one another to earn better marks. Parents and instructors are subjected to undue pressure or demands, as well as having unrealistic expectations of their children's exam results. Higher secondary pupils were more stressed as a result of the severe competition for future study. These are some of the elements that lead to student stress. Any issue involving the affective domain or a behavioral pattern would be reflected in their existence. If it is not corrected at the appropriate time, it will cause several issues for both individuals and society. As a result, it is critical to understand the sources of stress and to adopt appropriate actions to

alleviate it. The finding generally boys are found to share the reasons for stress among their friends and use games or sports or going films to manage their stress. But girls are generally introverts and they have relatively lesser opportunities available for them to share their stress with others and so they remain under stress without any significant attempt to manage it.

The findings on the medium of instruction and stress suggest that students studying in Tamil medium experience more stress than students studying in English medium. The researcher discovered that most pupils whose medium of instruction is Tamil and those studying in government schools as well as rural schools have inferior facilities and learning environments as compared to students studying in private schools. In terms of stress, students studying in English have higher levels of stress than those studying in Tamil. The medium of instruction is very important in the teaching and learning process. It is the language used by teachers and students to communicate during the teaching and learning process. The majority of parents want to send their children to school. They send their children to English-medium schools. It is because English is both an official and an international language. No one can deny the importance of medium of instruction in student accomplishment, yet it has a negative impact on achievement when the medium of teaching moves from mother language to English at the higher secondary stage. It causes tension among students.

Another, important finding of the present study is that the level of self confidence is high for the higher secondary students. It further indicates that there is a significant positive relationship between the academic achievement and self-confidence of higher secondary students. The relationship between self-confidence and academic achievement has been documented in review of related studies. A significant number of studies reported the positive correlation of self-confidence with academic achievement. The correlation between self-confidence and academic achievement is dynamic one. Self-confidence is a personal factor that plays a supportive role in the academic achievement of students. When the level of self-confidence rises, academic achievement increases. When learners suffer from low self-confidence, academic achievement decreases. Hence, it is very essential to develop self-confidence of the higher secondary students.

Conclusion

Stress affects people from all walks of life in some way. In general, stress and modern living go hand in hand. Most previous research also indicates that stress is one of the most significant psychological problems faced by the majority of students worldwide, particularly those studying in poor nations such as India. The current study also confirms that stress is high among high school students, and there is an inverse association between stress and academic achievement. The current study will help teachers, parents, and policymakers

understand the nature of stress on high school children. Future scholars will also focus more on this topic in order to discover remedies and tactics for dealing with stress. Childhood habits are more likely to stick with you as you get older. As a result, it is critical to provide a stress-free learning environment and to design the child's curriculum in such a way that it is stress-free.

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