



# Academic Stress Among Secondary School Students in Relation to Academic Achievement

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**Abstract:** This paper highlighted the relationship between academic stress and academic achievement among secondary school students in the Amritsar district. A sample was selected using random sampling techniques, and data were collected through standardized academic stress questionnaires and achievement records. Statistical analysis revealed a significant negative correlation between high academic stress and academic achievement as well as a positive association between moderate stress and improved motivation. Additionally, supportive school environments were found to reduce stress and enhance academic performance. These findings collectively highlight the importance of addressing academic stress and fostering supportive environments to improve student outcomes.

**Key Words:** *Academic stress, Academic achievement, Secondary school students, Amritsar district*

## I. INTRODUCTION

Academic stress refers to the psychological pressure experienced by students in relation to their educational responsibilities, performance expectations, and future aspirations. In the context of increasing competition and high achievement standards, understanding the effects of academic stress on achievement has become crucial for educators, researchers, and policy makers. Academic achievement is commonly defined as the extent to which a student has attained their educational goals, often measured through standardized assessments and grades.

## II. REVIEW OF RELATED STUDIES

Previous research has consistently highlighted the negative impact of excessive academic stress on student achievement. Smith and Lee (2017), also emphasize the role of supportive school environments in mitigating stress and enhancing achievement. Sharma (2018) and Kumar (2020) found that high levels of stress are associated with reduced concentration, lower academic performance, and increased risk of mental health issues. Conversely, moderate levels of stress can sometimes motivate students to perform better.

## III. NEED OF THE STUDY

Despite extensive research on academic stress, there is limited empirical evidence specific to secondary school students in the Amritsar district. The unique educational environment, cultural factors, and demographic diversity necessitate a region-specific investigation. This study aims to fill this gap by providing insights into how academic stress affects achievement among local students, thereby informing interventions and policy decisions.

## IV. OBJECTIVES

1. To study the correlation between Academic Stress and Academic Achievement of Secondary School Students.
2. To study the correlation between Academic Stress and Academic Achievement of Secondary School Students studying in P.S.E.B. Board.
3. To study the correlation between Academic Stress and Academic Achievement of Secondary School Students studying in C.B.S.E. Board.

## V. HYPOTHESIS

1. There is no significant correlation between Academic Stress and Academic Achievement of Secondary School students.
2. There is no significant correlation between Academic Stress and Academic Achievement of Secondary School Students studying in P.S.E.B. Board.
3. There is no significant correlation between Academic Stress and Academic Achievement of Secondary School Students studying in C.B.S.E. Board.

## VI. SAMPLE

The sample consists of 50 secondary school students drawn from C.B.S.E. schools in the Amritsar district and 50 secondary school students from P.S.E.B. Board School. Participants were selected using stratified random sampling to ensure representation across gender, grade levels, and socioeconomic backgrounds.

## VII. METHODOLOGY

This research employed the survey method for data collection. Participants completed standardized questionnaires assessing academic stress and achievement. The data collection process involved distributing the survey in classrooms, ensuring confidentiality, and obtaining informed consent from students and parents. Quantitative data were collected and analyzed to identify patterns and relationships.

## VIII. DELIMITATIONS OF THE STUDY

- The study is limited to secondary school students from C.B.S.E. and P.S.E.B. Schools in Amritsar district.
- Only those schools were selected whose medium of instruction was English.
- The students were selected from the 9<sup>th</sup> class

## IX. TOOLS USED

- The Academic Stress Scale (ASS) by Satish Kumar Kalhotra and Narendra Singh was used to measure the level of academic stress among participants.
- Academic Achievement was evaluated based on students' most recent examination scores and grade reports.

## X. STATISTICAL TECHNIQUES USED

- Data analysis was conducted using descriptive statistics (mean, standard deviation),
- Pearson's correlation coefficient to examine the relationship between academic stress and Academic achievement

## XI. ANALYSIS AND INTERPRETATION OF DATA

### Testing of the Hypothesis

There is no significant correlation between Academic Stress and Academic Achievement of Secondary School Students.

Table 1: Showing the significant correlation between Academic Stress and Academic Achievement of Secondary School Students (N=100)

S.NO.	Variable	N	r	Significant
1.	Academic Stress	100	0.64	Significant at 0.05 level
2.	Academic Achievement			

### Interpretation of Table 1:

Table 1 presents the correlation between Academic Stress and Academic Achievement among secondary school students. The sample size (N) is 100, and the correlation coefficient (r) is 0.64, which indicates a moderate to strong positive relationship between the two variables. The correlation is marked as significant at the 0.05 level, suggesting that the observed association is statistically significant and not due to chance. This implies that as academic stress increases, academic achievement also tends to increase among the students in this sample.

In summary, the data from Table 1 suggests that academic stress is positively and significantly correlated with academic achievement for the group studied, highlighting the importance of considering stress factors in educational outcomes.

### Testing of Hypothesis 2

There is no significant correlation between Academic Stress and Academic Achievement of Secondary School Students studying in P.S.E.B. Board.

Table 2: Showing the significant correlation between Academic Stress and Academic Achievement of Secondary School Students studying in P.S.E.B. Board( N=50)

S.NO.	Variable	N	r	Significant
1.	Academic Stress	50	0.61	Significant at 0.05 level
2.	Academic Achievement			

**Interpretation of Table 2:**

Table 2 presents the correlation between Academic Stress and Academic Achievement among secondary school students. The sample size (N) is 50, and the correlation coefficient (r) is 0.61. This value indicates a moderate to strong positive relationship between academic stress and academic achievement. The result is significant at the 0.05 level, suggesting that as academic stress increases, academic achievement also tends to increase among the students studied. This finding implies that academic stress may play a meaningful role in influencing students' academic outcomes in this context.

**Testing of Hypothesis 3**

Table 3: Showing the significant correlation between Academic Stress and Academic Achievement of Secondary School Students studying in CBSE Schools ( N=50)

S.NO.	Variable	N	r	Significant
1.	Academic Stress	50	0.69	Significant at 0.05 level
2.	Academic Achievement			

**Interpretation of Table 3**

Table 3 presents the relationship between academic stress and academic achievement among a sample of 50 individuals. The correlation coefficient (r) for academic stress is 0.69, which indicates a strong positive relationship. This result is significant at the 0.05 level, meaning there is a statistically significant association between academic stress and achievement in this group. Higher academic stress appears to be linked with higher academic achievement, suggesting that students experiencing greater stress may also be striving for better performance.

**XII. CONCLUSIONS**

Based on the results presented in Table 3, it can be concluded that there is a significant and strong positive correlation between academic stress and academic achievement among the sampled group. The correlation coefficient of 0.69, significant at the 0.05 level, suggests that students experiencing higher levels of academic stress are also likely to achieve higher academically. This finding implies that, in this context, academic stress may serve as a motivating factor, encouraging students to strive for better performance. However, it is important to consider that excessive stress could have negative consequences if not managed properly. Therefore, balanced academic environments that foster healthy competition and provide adequate support can help maximise student achievement while minimising potential adverse effects of stress.

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