The Relationship between Stress and Academic Achievement among Student-Teachers: An Analytical Study

[*1]Dr. G Sujana Florence

[*1]Assistant Professor, Department of Education, Guru Nanak College of Education and Research, University of Mumbai, Maharashtra, India.

Abstract
The aim of education is to help the learners to become responsible members of the society along with good academic achievement. Stress plays an important role in accomplishing academic goals and impacts their performance. The researcher has collected data from 500 student-teachers from different B.Ed. colleges using survey method. The data was analysed to find out the relationship of academic achievement and stress of male and female student-teachers. The hypothesis was tested by using Coefficient of Correlation. It has been found that there is no significant relationship between academic achievement and stress of B.Ed. student-teachers. There is significant relationship between Academic Achievement and Stress of Male student-teachers. And there is no significant relationship between Academic Achievement and Stress of Female student-teachers.

Keywords: Academic achievement, stress, gender, relationship, student-teachers etc.

Introduction
In the world of science and technology, everyone desires a high level of achievement, as it is an essential factor in shaping the future. For certainty of successful in academic achievement, innate potentialities, perceptions and intellectual abilities such as knowledge, understanding, comprehension etc. to be enhanced. Intelligence is associated with high academics and intellectual abilities. Stress is a factor influences the performances and academic achievement, which shapes personality and academic abilities.

Academic Achievement is the major concern of educational policy makers of every country as achievement is the outcome of instruction. According to Swami Vivekananda, "Education is not the amount of information that is put into the brain running riots there, but it is assimilation of ideas". It is important to handle stress for enhancing academic achievement. Academic achievement is more important for better achievements and success of student-teachers.

Need and Justification of the Study
Academic achievement refers academic performance of the students based on the defined criteria. Student-teachers play dual role as learners and future educators. B.Ed. training program is important as it prepares the student-teachers and contribute in the nation building program. Gender plays an important role on the academic achievement students. People have different mindset and misconception, by focusing the achievement of any particular gender. There is conception that gender plays an important aspect on academic

achievement. It is important to find out the factors impact in the academic achievement of student-teachers. So, this study aims to study the level of academic achievement in relation to gender.

Aim of the Study
"The relationship between Stress and Academic Achievement among Student-Teachers: An Analytical Study

Objectives
i). To study and find out the relationship between Academic Achievement and Stress among student-teachers
ii). To study and find out the relationship between Academic Achievement and Stress among Male student-teachers.
iii). To study and find out the relationship between Academic Achievement and Stress among Female student-teachers.

Hypothesis
i). There is no significant relationship between Academic Achievement and Stress among student-teachers.
ii). There is no significant relationship between Academic Achievement and Stress among Male student-teachers.
iii). There is no significant relationship between Academic Achievement and Stress among Female student-teachers.

In the present study, the academic achievement and stress of male and female student-teachers is being studied. The relationship between the variables has been studied further to establish the relationship between the two variables. As the

data has been collected through the survey, a descriptive survey of correlational research methods is employed.

Sample: A stratified random non-probability sampling technique is used for selecting student-teachers who enrolled in different colleges for Bachelor of Education Programme of University of Mumbai. For the present study, data has been collected from the students enrolled in those B.Ed. Colleges in Mumbai. The final sample for the present study consists of 500 student-teachers from different B.Ed. Colleges. Sample collected from 54 Male student-teachers and 446 female student-teachers and 232 student-teachers from Mumbai city and 268 from Suburbs of different B.Ed. colleges.

Tool: The researcher has prepared the tool to analyze the relationship of academic achievement and stress of student-teachers. The reliability of the tools was established by Test – Retest mode of and the coefficient of correlation was calculated using Cronbach's Alpha of correlation. The Reliability of the tool for Stress was found to be 0.72 and was moderate to high, hence the tool was found to be internally consistent. Content validity was done by finding discrimination between two extreme groups known to be 'High' and 'Low' Higher the score, higher the stress. The validity of the tool for Stress was found out using 't' value was 6.35, hence validity of the tool was found to be valid. So validity and reliability of the tool was ensured.

Analysis and Interpretation: For the present study, the researcher analyzed the data of academic achievement and stress in relation to gender. The analysis of the data is done to find out the relationship between academic achievement and stress male and female student-teachers. For this Coefficient of Correlation Pearson and Chi-square test were used.

Statistical Techniques Used in the Study: For the analysis of the collected data, the following statistical techniques were used:

Mean and Standard Deviation: Mean scores and Standard Deviation were used to know the level of Academic achievement of the student-teachers.

't' test: 't' values were computed to find out the significance of differences between the mean scores of the Academic achievement male and female student-teachers.

Pearson's Product Moment Correlation: Pearson's Product Moment Correlation co-efficient were computed to know the relationship between. Academic Achievement and stress of male and female student-teachers.

Multiple Correlation and Multiple Linear Regression Equation: Multiple Correlation and Regression Equations were used to determine the degree of prediction of academic achievement and stress of male and female student-teachers.

Analysis and interpretation of the data has been done in the context of the objectives and hypotheses of the study.

Testing of Hypothesis

Objective

i). To study and find out the relationship between Academic Achievement and Stress of B.Ed. student-teachers

Hypothesis

i). There is no significant relationship between Academic Achievement and Stress of student-teachers.

Table 1: Relationship between Academic Achievement and Stress of student-teachers

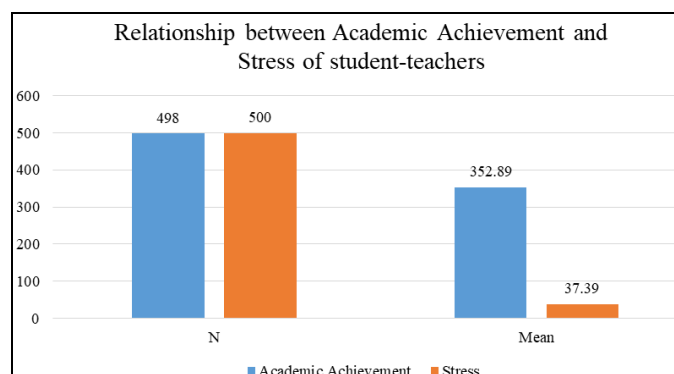| Variable	N	Mean	Std. Deviation	r-Value	Level of Significance
Academic Achievement	498	352.89	47.476	-0.83	Not Significant
Stress	500	37.39	14.296		

Fig 1: Relationship between Academic Achievement and Stress of student-teachers

Interpretation

The investigator wanted to find out the relationship between the Academic Achievement and Stress of. Student-teachers. For this, r-test (correlation) was prepared for testing the hypothesis.

The r-value for Academic Achievement and Stress of student-teachers Is -.83. The result clearly indicates that there is no significant relationship between Academic Achievement and Stress of student-teachers. Hence null Hypothesis is accepted and it is concluded that there is no significant relation between Academic Achievement and Stress of student-teachers.

Objective

ii). To study and find out the relationship between Academic Achievement and Stress among Male student-teachers.

Hypothesis

ii). There is no significant relationship between Academic Achievement and Stress among Male student-teachers.
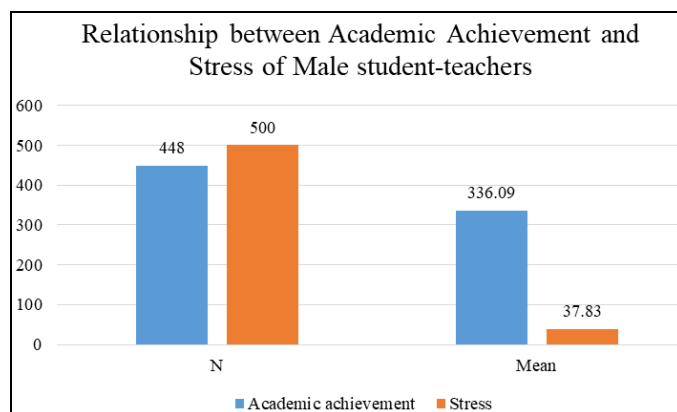
Table 2: Relationship between Academic Achievement and Stress of Male student-teachers

Variable	N	Mean	Std. Deviation	r-Value	Level of Significance
Academic achievement	54	336.09	61.49	-0.415	Significant at 0.01 level
Stress	54	37.83	16.45		

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Fig 2: Relationship between Academic Achievement and Stress of Male student-teachers

Interpretation
The r-value for Academic Achievement and Stress of Male student-teachers was -0.415. The result clearly indicates that there is significant relationship between Academic Achievement and Stress of Male student-teachers.
Hence null Hypothesis is rejected.

Objective
iii). To study and find out the relationship between Academic Achievement and Stress among Female student-teachers

Hypothesis
iii). There is no significant relationship between Academic Achievement and Stress among Female student-teachers.

Table 3: Relationship between Academic Achievement and Stress of Female student-teachers

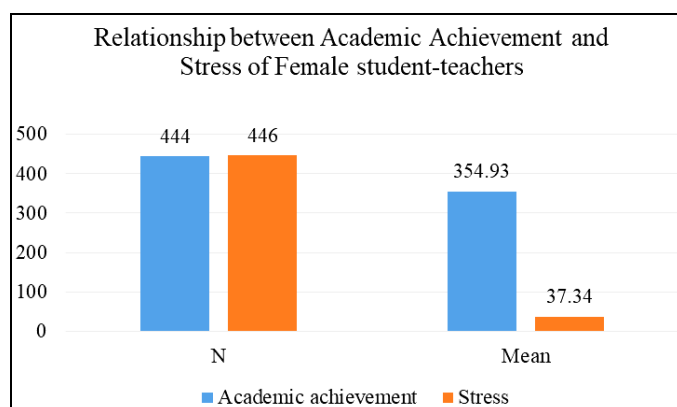| Variable	N	Mean	Std. Deviation	r-Value	Level of Significance
Academic achievement	444	354.93	45.14	-0.019	Not Significant
Stress	446	37.34	14.03		

Fig 3: Relationship between Academic Achievement and Stress of Female student-teachers

Interpretation
The investigator wanted to find out the relationship between the Academic Achievement and Stress of Female student-teachers. For this r-test (correlation) was prepared for testing the hypothesis.
The r-value for Academic Achievement and Stress of Female student-teachers was -0.019. The result clearly indicates that there is no significant relationship between Academic Achievement and Stress of Female student-teachers.

Hence null Hypothesis is accepted and it is concluded that there is no significant relation between Academic Achievement and Stress of Female student-teachers.

Findings
- The investigator aimed to find out the relationship between the Academic Achievement and Stress of student-teachers. For this, r-test (correlation) was prepared for testing the hypothesis. The r-value for Academic Achievement and Stress of student-teachers is -.83. The result clearly indicates that there is no significant relationship between Academic Achievement and Stress of student-teachers. Hence null Hypothesis is accepted and it is concluded that there is no significant relation between Academic Achievement and Stress of student-teachers.
- The r-value for Academic Achievement and Stress of Male student-teachers was -0.415. The result clearly indicates that there is significant relationship between Academic Achievement and Stress of Male student-teachers. Hence null Hypothesis is rejected.
- The investigator aimed to find out the relationship between the Academic Achievement and Stress of Female student-teachers. For this r-test (correlation) was prepared for testing the hypothesis. The r-value for Academic Achievement and Stress of Female student-teachers was -0.019. The result clearly indicates that there is no significant relationship between Academic Achievement and Stress of Female student-teachers. Hence null Hypothesis is accepted and it is concluded that there is no significant relation between Academic Achievement and Stress of Female student-teachers.

Conclusion
From the present study it is concluded that there is no significant relationship between academic achievement and stress of B.Ed. student-teacher. It indicates that there is significant relationship between Academic Achievement and Stress of Male student-teachers. The result clearly indicates that there is no significant relationship between Academic Achievement and Stress of Female student-teachers.

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