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A CORELATIONAL STUDY OF STRESS AND ADJUSTMENT IN RELATION TO ACADEMIC PERFORMANCE

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ABSTRACT

Adolescence is a period of stress and storm where adolescents undergo a lot of changes and had to make adjustments. The present study analyse the relationship of stress and adjustment on academic performance of adolescents. The sample for the present study consists of 100 adolescent students studying in schools of Chandigarh. The tools used for data collection are Standard stress scale (Gross & Seebaß, 2014), Adjustment inventory for school students (K.P. Sinha and R.P Singh, 1993), scores obtained by students in previous examination to assess academic performance. The scores of stress and academic performance of adolescents were found to have negative association. The scores of adjustment and academic performance of adolescents were found to have positive association

KEYWORDS: Stress, adjustment. Academic performance, adolescence

INTRODUCTION

Adolescence is a stage of human development that occurs between childhood and adulthood. Due to fast physical and mental development at this stage, students may experience incompatibility of their mental development with their physical changes or with the social environment and then suffer from problems arising from inadequate adaptations.

Stress within the comfort zone can help perform under pressure, motivate to do the best but when stress becomes overwhelming, it can damage relationships and lead to a host of serious mental and physical health problems. Stress is body's way of responding to any kind of demand or threat.

Lazarus and Folkman (1984) Stress occurs whenever the perceived demands of a situation tax or exceed the perceived resources of the system (individual, family, group,

or community) to meet those demands, especially when the system's wellbeing is judged or perceived as being at stake.

Pestonjee (1999) noted that it is natural and healthy to maintain optimal levels of stress. When stress is left unchecked and unmanaged, it creates problems in performance and affects the health, well-being and emotional intelligence of an organism,

Adjustment as defined by Halonen and Santrock (1997) refers to “psychological process of adapting to, coping with, and managing the problems, challenges and demands of everyday life”. The research literature supports the contention that positive beliefs and expectations about interpersonal relationships are intimately involved with adjustment, psychological well being and adaptation, while negative beliefs and implications are implicated in psychological distress and dysfunction (Mikulincer & Shaver, 2007).

OPERATIONAL DEFINITIONS

Stress: Stress refers to condition when perceived demands of daily life situations exceed the perceived resources of the individual. It will be assessed through scale measuring interpersonal and intrapersonal problems experienced.

Adjustment: Adjustment is the process of finding and adopting modes of behaviour suitable to the environment. In the present study the social and emotional adjustment of adolescents is studied. Social Adjustment is the adaptation of the person to the social environment. Emotional Adjustment refers to the problems of defeat in different social situations, anxieties, fear of examination, darkness and inferiority complex etc. Educational adjustment refers to what the school does specifically to help a child to learn for the purpose of the Education.

Academic Performance is taken as the achievement of students in their previous year final examination to be obtained from the school records.

Adolescents included male and female students studying in class 9th in government schools of Chandigarh.

OBJECTIVES

To study the relationship between stress and academic performance of adolescents.

To study the relationship between adjustment and academic performance of adolescents.

HYPOTHESES

1. There is no significant correlation between scores of stress and academic performance of adolescents.
2. There is no significant correlation between scores of adjustment and academic performance of adolescents.

SAMPLE

The sample for the study consisted of 100 students studying in class IX in CBSE affiliated government schools of Chandigarh. The data was taken on the variables of stress, adjustment and academic performance.

TOOLS FOR DATA COLLECTION

The tools used for data collection are listed below:

1. Standard stress scale (Gross & Seebaß, 2014)
2. Adjustment inventory for school students (K.P. Sinha and R.P Singh, 1993)
3. Scores obtained by students in previous examination to assess academic performance.

RESULTS AND ANALYSIS

8.1 Relationship of Scores of Stress and Academic Performance of Adolescents

To test the relationship between the scores on stress and academic performance of adolescents Pearson product moment correlation coefficient was calculated, as shown in table 1.

Table 1: Relationship between Scores of Stress and Academic Performance of Adolescents

Variable	Pearson Correlation	Sig. (2-tailed)	N	Remarks
Academic Performance * Stress	-.214*	.032	100	Statistically Significant

*. Correlation is significant at the 0.05 level (2-tailed).

From table 1 it can be observed that the value of coefficient of correlation ($r = -.214$) is statistically significant at 0.05 level of significance. It indicates that the scores of stress and academic Performance have a statistically significant negative relationship. Thus, the null hypothesis stating ‘There exists no significant correlation between scores of stress and academic Performance of adolescents’ was rejected. It can be stated that there is a negative association between stress and academic performance, indicating that as the stress increases there will be a decline in academic performance of adolescents.

The scores of stress and academic performance of adolescents were found to have negative association. Therefore, the hypothesis H_{02}) stating that “There exists no significant correlation between scores of stress and academic performance of adolescents” was rejected.

8.2 Relationship of Scores of Adjustment and Academic Performance of Adolescents.

To test the relationship between the scores on adjustment and academic performance of adolescents Pearson product moment correlation coefficient was calculated, as shown in table 2.

Table 2 Relationship between Scores of Adjustment and Academic Performance of Adolescents

Variable	Pearson Correlation	Sig. (2-tailed)	N	Remarks
Academic Performance * Adjustment	.249*	.013	100	Statistically Significant

*. Correlation is significant at the 0.05 level (2-tailed).

From table 2 it can be observed that the value of coefficient of correlation ($r = .249$) is statistically significant at 0.05 level of significance. It indicates that the scores of adjustment and academic performance have a statistically significant relationship. Thus, the null hypothesis stating ‘There exists no significant correlation between scores of adjustment and academic performance of adolescents’ was rejected. It can be stated that there is a positive association between academic performance and adjustment, indicating that better the adjustment, higher will be the scores in academic performance of adolescents.

The scores of adjustment and academic performance of adolescents were found to have positive association. Therefore, the hypothesis H_{03}) stating that “There exists no significant correlation between scores of adjustment and academic performance of adolescents” was rejected.

CONCLUSIONS

The scores of stress and academic performance of adolescents were found to have positive association. The result of the study was found to be in agreement with the findings of the study conducted by Elias, Ping and Abdullah (2011) who reported significant but weak negative relationship between undergraduate students’ stress level and their academic achievement. Kumari, Ram and Barwal (2016) also reported significant relationship between stress and mathematics achievement of high school girls. Those students who reported that stress affected their performance had lower Grade Point Averages (Frazier, Gabriel, Merians, and Lust, 2018). Khan, Altaf and

Kausar (2013), Lee, So, and Sung (2015) and Herath (2019) in their studies have found significant correlation between stress and academic achievement of students. Saqib and Rehman (2018) also reported similar results showing significant impact of stress on student's academic performance. Aafreen, Priya and Gayathri (2018) concluded in their study that students studying in science stream had more stress in comparison with students of other streams and stress also led to decrease in their performance in academics.

The result of the present study was inconsistent with the findings of the study conducted by Harlina, Salam, Roslan, Hasan, Jin and Othman (2014) who reported that students with high and severe stress levels had higher cumulative grade point average.

The scores of adjustment and academic performance of adolescents were found to have negative association. The result of the study was found to be in consonance with the findings of the studies conducted by Hassan and Elfeky (2014), Pathak, Tiwari and Patel (2015), Alam and Halder (2017), Bhakta (2016), Halder (2017) and Jain (2017) who found significant positive association between adjustment and academic achievement. Richard and Sumathi (2015) also reported significant association between emotional adjustment and academic achievement of the students. Arul and Arul (2016) found a significant relationship between emotional, social, educational adjustment with academic achievement of higher secondary school students.

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