

TO STUDY THE IMPACT OF PSYCHOLOGICAL STRESS ON THE ACADEMIC ACHIEVEMENT IN ENGLISH SUBJECT OF PROSPECTIVE TEACHERS AT ELEMENTARY LEVEL

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Abstract

The objective Of this study was to investigate the impact of psychological stress on the academic achievement in English subject of prospective teachers at elementary level. It was found that Curriculum related stress is more in girls having more and below 60% marks. Teacher behavior, other factors and integrated related stress was more in girls Curriculum teaching, teacher behavior and integrated related stress was more in Arts students having below than Science and commerce students. It was recommended that teacher need to be aware of the aspects which affect the academic achievement of students so that they can provide necessary guidelines to students.

Keywords: *Psychological stress, Academic Achievement, Prospective Teachers, English subject.*

Introduction

“Stress is the electric power; it can make a bulb light up, however, if the voltage is higher than what the bulb can take, it can burn out the bulb”.

This is an age of anxiety. We have become „cogs□ in the wheel of the industrialized world as Bertrand Russell put it. The symptoms of stress are a kind of restlessness, apathy and despair and marked diminution of zest and zeal.

Need and Importance of the Study

Any interference which disturbs a person’s health, mental and physical well being is called as stress. The word „stress□ is derived from the Latin words, „strict us□ which means „tight□ or „narrow□ and „stringer□ which means „to tighten□ These refer to the internal feelings of constriction that many people feel where they are experiencing stress. In the present study psychological stress is studied in following terms;

- Curriculum related stress
- Teaching related stress
- Practice teaching related stress
- Teacher behavior related stress
- Examination related stress

Objectives of the Study

- To find out the significant difference in percentage analysis of academic achievement in English subject in relation to psychological stress

- To find out the significant difference in academic achievement in English subject between different Examination related stress in relation to psychological stress
- To find out the significant difference in academic achievement in English subject between different Integrated stress in relation to psychological stress

Hypothesis Formulated for the Study

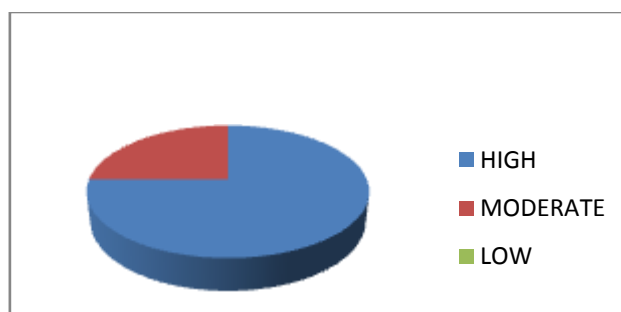
- There is no significant difference in percentage analysis academic achievement in English in relation to psychological stress
- There is no significant difference in academic achievement in English subject between different Examination related stress in relation to psychological stress
- There is no significant difference in academic achievement in English subject between different Integrated stress in relation to psychological stress

Hypothesis 1

There is no significant difference in percentage analysis of academic achievement in English subject in relation to psychological stress

Table 4.1 Percentage Analysis Academic Achievement in English Subject

S.No	Description	No. of Students	Percentage of Students
1.	High	150	50
2.	Moderate	50	16.66
3.	Low	100	33.33

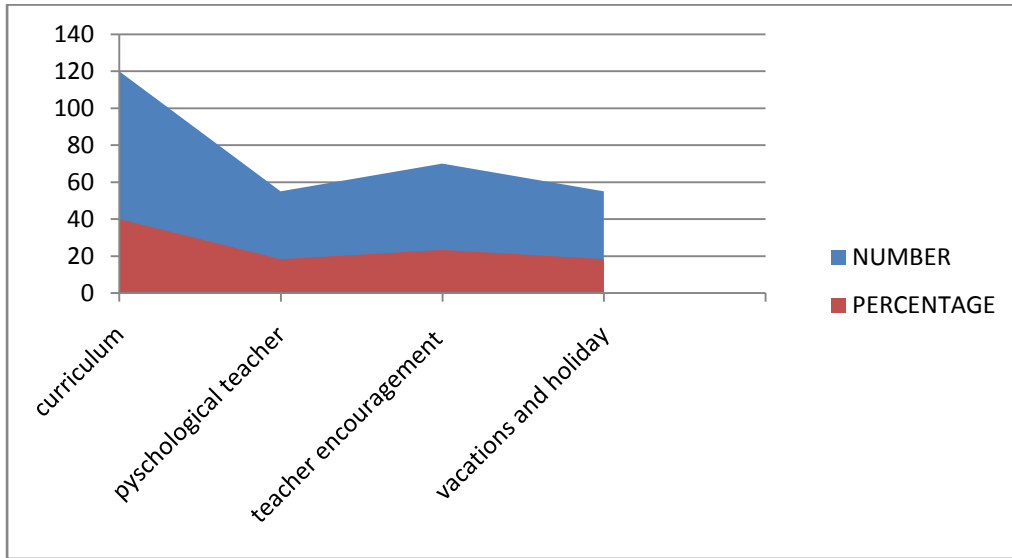


Hypothesis No: 2

There is no significant difference in academic achievement in English subject between different Examination related stress in relation to psychological stress

Table 4.2 Frequency of Academic Achievement in Examination Related Stress

S. No.	Frequency	No	Percentage %
1	Change in curriculum	120	40
2	Psychological reconditioning by teacher	55	18.33
3	Teacher encouragement affections and care	70	23.33
4	Vacations and holidays	55	18.33
Total		300	100

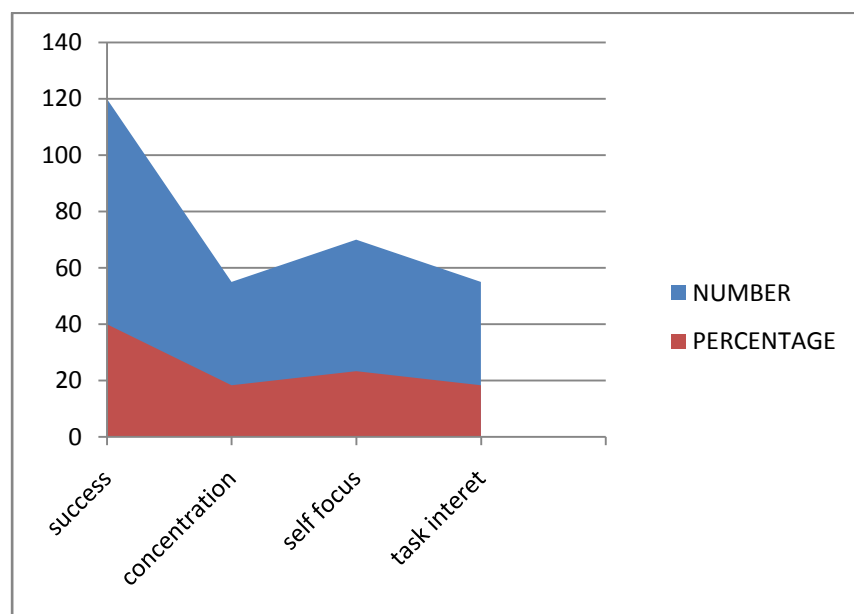


Hypothesis No: 3

There is no significant difference in academic achievement in English subject between different Integrated stress in relation to psychological stress

Table 4.3 Frequency of Academic Achievement in Integrated Related to Pshychological Stress

S. No.	Frequency	No	Percentage %
1	Success motivation	65	21.6
2	concentration	55	18.3
3	Self focus	70	23.3
4	Task interest	110	36.6
Total		300	100



Educational Implications

- Parents will be aware that curriculum and examination related stress influences negatively the academic achievement in English and they will try to avoid conditions of stress.
- Teachers will be also aware about the negative influence of stress on some of academic fields in many cases.
- Teachers and Parents will try to set achievable targets within their means.

Conclusion

Though the present study is complete in itself, it opens certain research avenues to be taken up in future and an attempt to explore a new field. Therefore, future researches are essential to reach on generalization. Following are some topics for future researches which may helpful for future studies;

- This research work can be conducted on other level courses related to teacher training.
- Research can be done on other technical and non-technical courses.

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