

ANALYTICAL STUDY OF SIGNIFICANT DIFFERENCE IN ATTITUDE OF ARTS AND SCIENCE SUBJECTS TOWARDS EDUCATION IN RELATION TO ACADEMIC STRESS AND ACADEMIC ACHIEVEMENT

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ABSTRACT

This study attempts to understand the role of significant stress in the attitude of arts and science subjects towards education in terms of academic stress and academic achievement in the academic performance of undergraduate students. One theory was that there would be a positive correlation between student expectations, academic achievement, and academic performance.

INTRODUCTION

Parents play an important role in a child's development and progress, and parents are often anxious about testing, especially in children. Their desires sometimes haunt children and affect their academic achievements. The needs and goals of parents have a broad or cascading effect on their children's performance. In particular, this time to understand the expectations of parents and adolescents taking into account the fact that striving to meet expectations causes stress when they are not prepared who can meet expectations and can affect academic performance (1).

PARENTS EXPECTATION

Parents and their expectations affect the general nature of the newborn. Also the needs of parents are an integral part of children's education and future performance. The parent's willingness to comply with the study-related child's needs and accomplishments influences the child's needs and accomplishments and the early desire can continue with their child throughout the year. Parents act as a series of expected behaviors and qualities associated with their children (2).

Parents expect their children to get good grades in terms of education. Irrespective of individual learning and will be assessed first in intellectual ability, academic value will be recognized in academic cognitive skills, but this training will also encourage them.

ACADEMIC STRESS

Stress refers to the threat perception of psychological good looks; The physical comes from a series of sacral physiological reactions and adaptations (present or planned). There are two types of stress. Eustress (positive tension) occurs in any state under stress when the person starts breathing the right amount of sensation. The second is stress (negative stress) which negatively affects your life.

Academic stress has a profound effect on the lives of students. This was one of the things that contributed to the student's basic thoughts towards depression, hopelessness, sensitivity, self-injurious behavior and self-destructive behavior (suicide). Academic stress means academic anxiety. Academic stress is a source of stress that young people face. A small number of students often feel less satisfaction with the heavy academic load and academic performance (3). Plus, this exam can be out of the saddle for facing higher pressures with more education.

Academic stress is a kind of fundamental burden. Pedagogical means a unique exam that creates different content and accomplishes a task. Pedagogical stress can be described as a psychological or physiological response to relevance, intelligence and subjective adaptation to pedagogical stressors, students' stress factors and ecological students' stress factors.

ACADEMIC ACHIEVEMENT

Achievement means putting in your best effort to be successful in solving problems and puzzles to complete tasks that require skill and effort. Achievement is regarded as the act of being achieved by implementation or hard work. It is considered a victory by effort, an achievement, a remarkable and enriching action. Academic achievement is generally measured by exam grades or consistent academic evaluation, yet there is no consensus on how we can measure academic stress. Academic achievement and responsibly learning outcome can be predicted.

Educational stress is the demands related to the educational needs that the student personally wants to achieve. Not only exams but many other factors contribute to academic stress such as not being able to complete homework on time, working on individual and group projects, writing assignments, time pressure, lack of financial support, worrying about educational qualifications. , lack of necessary motivation related to the time table of classes and studies.

OBJECTIVE

1. To study the attitudes of art level students towards academic stress and academic achievement.
2. To study the attitudes of science level students towards academic stress and academic achievement.

HYPOTHESIS

The following 3 null hypotheses have been formulated for this study:

- In terms of academic stress and academic achievement, there is no significant difference in the attitudes of students and students of Bachelor of Arts towards education.
- In terms of academic stress and academic achievement, there is no significant difference in the attitudes of students and girls of science graduate level towards education.
- In terms of academic stress and academic achievement, there is no significant difference in the attitudes of students of arts and science level towards education.

RESEARCH DESIGN

It is not possible to include the entire population in the study. Therefore, the sample has been selected and included in the research process. In the present study, “Survey Research Method” has been used.

Sample Size

In the present study, district. A total of 300 students - Arts, Bachelor of Science, 75-75 students have been selected from the college. The following table shows the samples selected at random.

Table - 1 : Numerical details of college students in sample form

Arts students		Total	Science students		Total
Boys	Girls		Boys	Girls	
75	75	150	75	75	150

Study Limitations:

The following limits have been set for the present study.

1. Under the present study, College has been selected.
2. Arts, Science students of graduation level have been included.

Device :

An attempt has been made to know the attitude of the students in relation to academic stress and academic achievement by constructing a self-made questionnaire for data collection.

Table - 2 Table of attitudes of students

S no	faculty	gender	Mean	Deviation
1	Arts students	Girls	190.87	14.15
2	Science students	Girls	191.0	16.73
3	Arts students	Boys	176.73	13.60
4	Science students	Boys	185.93	18.12

ANALYSIS AND INTERPRETATION:

Validation of Hypotheses

Ho = In terms of academic stress and academic achievement, there is no significant difference in the attitudes of arts and graduate level students and girls towards education.

$$t = \frac{M^1 - M^2}{\sigma_{ed}} \quad \sigma_{ed} = \sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}$$

$$M1 = 190.87$$

$$\sigma_1 = 14.15$$

$$M2 = 176.73$$

$$\sigma_2 = 13.60$$

$$t = \frac{190.87 - 176.73}{2.26} \quad \sigma_{ed} = \sqrt{\frac{14.15^2}{75} + \frac{13.60^2}{75}}$$

$$= 6.25 \quad = 2.26$$

$$df = (75-1) + (75-1) = 148$$

For 148 df the standard value of t at 00.5 significance level is 1.97 and at 0.01 significance level is 2.60. This value of t calculated as 6.25 is greater than these two and hence is significant. That is, this null hypothesis turns out to be false. Therefore, in terms of academic stress and academic achievement, there is a significant difference in the attitudes of students and students of Bachelor of Arts towards education.

Ho = In terms of academic stress and academic achievement, there is no significant difference in the attitudes of students and girls of science and graduate level towards education.

$$t = \frac{M^1 - M^2}{\sigma_{ed}} \quad \sigma_{ed} = \sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}$$

$$M1 = 185.93$$

$$\sigma_1 = 18.12$$

$$M_2 = 191.00$$

$$\sigma_2 = 16.73$$

$$t = \frac{191.00 - 185.93}{2.84}$$

$$\sigma_{ed} = \sqrt{\frac{18.12^2}{75} + \frac{16.73^2}{75}}$$

$$= 1.78$$

$$= 2.84$$

$$df = (75-1) + (75-1) = 148$$

For 148 df, the standard value of t at the 0.05 significance level is 1.97 and the value of t is 2.60 at the 0.01 significance level. Computational value of t 1.78 is less than these two hence not significant. That is, this hypothesis proves to be true, so there is no significant difference in the attitudes of students and students of science graduate level towards education in terms of academic stress and academic achievement. Students of Bachelor of Science level are less sensitive to these social problems.

Ho = There is no significant difference in the attitudes of students of arts and science level towards education in terms of academic stress and academic achievement.

For 148 df the standard value for 0.05 significance level is 1.97 and for 0.01 significance level is 2.60. Computational value of t is 3.52 more than these two and hence is significant, that is, the hypothesis proves to be false, so there is a significant difference in the attitudes of students and students of arts and science level towards education in terms of academic stress and academic achievement.

Ho = There is no significant difference in the attitudes of students of arts and science level towards education in terms of academic stress and academic achievement.

$$t = \frac{M_1 - M_2}{\sigma_{ed}}$$

$$\sigma_{ed} = \sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}$$

$$M_1 = 176.73$$

$$\sigma_1 = 13.60 \text{ arts students}$$

$$M_2 = 185.93$$

$$\sigma_2 = 18.12 \text{ Science students}$$

$$t = \frac{185.93 - 176.73}{2.61}$$

$$\sigma_{ed} = \sqrt{\frac{13.6^2}{75} + \frac{18.12^2}{75}}$$

$$= 3.52$$

$$= 2.61$$

$$df = (75-1) + (75-1) = 148$$

The standard value of t at 148 df is 1.97 for the 0.05 significance level, and the standard value of t at the 0.01 significance level is 2.60. Computational value of t is 3.52 more than these two, hence it is meaningful i.e. hypothesis proves to be false, hence there is a significant difference in the

attitudes of students of arts and science level towards education in terms of academic stress and academic achievement.

In terms of academic stress and academic achievement, there is a significant difference in the attitude of arts and science subjects towards education. Not all students have the same thinking.

Social sensitivity is a description of a person's ability to recognize and understand various signals and contexts in social interactions and to confer social respect for others. The progress or development of any country depends on the education of the students there, but due to the academic stress in the students of today, the tendency of aggressive behavior is increasing in them, we see every day through newspapers or television that students Aggressive behavior by them is very painful for them and their parents. Students fight among themselves, create ruckus on the streets and sometimes even kill someone. Therefore, there is an urgent need for us to pay attention to this serious problem. Due to aggressive behavior, students start staying away from the society and there is a decline of social sensitivity in them. Today's students search for millions of friends on social media but do not think even for a moment about the people who live in their neighbourhood. They find the digital world more attractive than the real world and that is the reason they lack social sensitivity.

We can solve the above problems through peace education because when students develop an understanding of peace then their stress will also start decreasing and if the tension starts decreasing in them then their aggressive behavior will also reduce because a big reason for aggressive behavior There is tension too. When the aggressive behavior of the students is reduced, then the quality of social sensitivity will also automatically develop in them. Therefore, there is an urgent need to give peace education to the students of today so that they can make their today and tomorrow both happy. This research will be a positive step in this direction.

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