SUMMARY

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

Introduction:
Different types of agencies have been developed for achieving the aim of education i.e. an all round development of an individual like community, family, state, religion, media and school. The present scenario is coming up with technological revolution, web technology and web culture. Naturally, the achievement of pupils specially, in the field of English subject besides humanities and science, is well considered opinion that language is the great potential factor for the development of culture and history of country. Hence, language in every country occupies a significant place. The knowledge, in any language, demands good intellect people with rationale of mind. To make the structure of courses in language compatible with other countries, the curriculum at every level has been greatly enriched by our curriculum boards at centre, state and university level. The challenge before the educationists and teachers is to identify the stress factors which are persistent in students. The institutions of education are distinctively managed and equipped in terms of man, material and methodology, therefore, the school environment also plays a significant role in either increasing or decreasing learning environment enjoyable or learner friendly.

Justification of the problem:
The academic achievement is influenced by many factors i.e. family background, Intelligence, aptitude, attitude, mode of study –(Regular, Private, Correspondence) and the most important factor is psychological stress.
Education is a process of development of physical and metaphysical world through interaction between human mind and universe. It is continuous quest for new knowledge through investigation, observation, feelings, emotions and talking which leads to new theories, new instruments and so on.

Several studies have been conducted related to impact of cognitive and non-cognitive factors on achievement in language development but one of the most important factor is psychological stress was least considered by researcher in the field of education while stress is seen as an essential part of contemporary life.

**Objectives of the study:** TO STUDY THE IMPACT OF PSYCHOLOGICAL STRESS ON THE ACADEMIC ACHIEVEMENT IN ENGLISH SUBJECT OF PROSPECTIVE TEACHERS AT ELEMENTARY LEVEL has been studied on the basis of: (above and below 60% marks)

(A) Sex differences.
(B) Habitat (location as rural and urban)
(C) Subject stream offered at Sr. Sec stage.

**HYPOTHESIS WISE FINDINGS;**

**(Part-1)**

**(Gender Based analysis)**

**(Group above 60% marks)**

**Conceptual Hypothesis-I** There is no significant difference in academic achievement in English subject between the STC boys and girls trainees in relation to psychological stress.
Findings;

1.1. The curriculum related stress is more in girls having above 60% marks in academic achievement in English than boys of STC.

1.2. The teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups of STC.

1.3. The Practice teaching related stress does not affect the academic achievement in English of STC boys and girls having above 60% marks.

1.4. Teacher behavior related stress does not affect the academic achievement in English of boys and girls of STC.

1.5. The Examination related stress affects the academic achievement in English in boys than girls of STC.

1.6. The Other factors related stress on the academic achievement in English is somehow equally homogenous in both the groups of STC.

1.7. Integrated stress does not effect the academic achievement in English of boys and girls of STC. It is somehow equally homogenous in both the groups.

In brief, the conclusion is that two hypotheses regarding curriculum related and examination related stress on achievement in English between boys and girls having above 60% marks are rejected. The curriculum related stress is more in girls and examination related stress is more in boys of STC. The other five hypotheses are accepted.
(Part-1)

(Habitat based analysis)

(Group above 60% marks)

Hypothesis-2 There is no significant difference in academic achievement in the English subject between the urban and rural STC trainees in relation to psychological stress.

Findings;

2.1. The curriculum related stress is somehow equally homogenous in both the groups of rural and urban STC students

2.2. Teaching related stress does not effect the academic achievement in English of STC students. It is somehow equally homogenous in both the groups of rural and urban STC students.

2.3. Practice teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups of rural and urban STC students.

2.4. Teacher behavior related stress in the academic achievement in English is somehow equally homogenous in both the groups’ of rural and urban STC students.

2.5. Examination related stress in the academic achievement in English is somehow equally homogenous in both the groups’ of rural and urban STC students.

2.6. Other factor related stress in the academic achievement in English is somehow equally homogenous in both the groups’ of rural and urban STC students.
2.7. Integrated stress in the academic achievement in English is somehow equally homogenous in both the groups of rural and urban STC Students. The conclusion is that there is no significant difference between both the groups of rural and urban STC students in academic achievement in English subject. Hence, the all hypotheses are accepted.

(Part-1)

(Subjects Stream Based analysis)

(Group above 60% marks)

1) **Hypothesis-3** There is no significant difference in academic achievement of English subject between different subject streams STC trainees in relation to psychological stress.

**Findings;**

**Arts and commerce group;**

3.1. Curriculum related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

3.2. Teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

3.3. Practice teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.
3.4. Teacher behavior related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding Arts and commerce STC students.

3.5. Examination related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

3.6. Other factor related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

3.7. Integrated stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

In brief, the conclusion is that all the null hypotheses regarding stress on academic achievement in English of arts and commerce group students of STC are accepted.

**Arts and science group;**

3.8. Curriculum related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and Science STC students.

3.9. Teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and Science STC students.

3.10. Practice teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and Science STC students.
3.11. Teacher behavior related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and Science STC students.

3.12. Examination related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and Science STC students.

3.13. Other factors related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and Science STC students.

3.14. Integrated stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and Science STC students.

The conclusion is that all the null hypotheses regarding stress on English achievement of arts and science STC students are accepted.

**Commerce and Science group;**

3.15. Curriculum related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.

3.16. Teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.

3.17. Practice teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science group STC students.
3.18. Teacher behavior related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.

3.19. Examination related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.

3.20. Other factor related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.

3.21. Integrated stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.

The conclusion regarding all the dimensions of stress on academic achievement in both the groups of commerce and science are somehow equally homogenous. Hence, all the null hypotheses are accepted.

(Part-2)

(Gender Based analysis)

(Group below 60% marks)

Hypothesis-I; **There** is no significant difference in academic achievement of English subject between the STC boys and girls trainees in relation to psychological stress.
Findings;

I.1. The curriculum related stress is more in girls having below 60% marks in academic achievement in English than boys.

I.2. Teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups.

I.3. Practice teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups.

I.4. The Teacher behavior related stress is more in girls having below 60% marks in academic achievement in English than boys.

I.5. Examination Related Stress in the academic achievement in English is somehow equally homogenous in both the groups.

I.6. The Other factor related stress is more in girls having below 60% marks in academic achievement in English than boys.

I.7. The integrated stress is more in girls having below 60% marks in academic achievement in English than boys.

The conclusion is that the stress related curriculum, teacher behavior and other factors affect the academic achievement in English of STC girls, so the three hypotheses are rejected and four are accepted.

(Part-2)

(Habitat based analysis)

(Group below 60% marks)

HYPOTHESIS-2; There is no significant difference in academic achievement in English subject between the urban and rural STC trainees in relation to psychological stress.
Findings:

2.1. Curriculum related stress in the academic achievement in English is somehow equally homogenous in both the groups of rural and urban STC students.

2.2. Teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups having below 60% marks rural and urban STC students.

2.3. Practice teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups’ of rural and urban STC students.

2.4. Teacher behavior related stress in the academic achievement in English is somehow equally homogenous in both the groups’ of rural and urban STC students.

2.5. Examination related stress in the academic achievement in English is somehow equally homogenous in both the groups’ of rural and urban STC students.

2.6. Other factor related stress in the academic achievement in English is somehow equally homogenous in both the groups’ of rural and urban STC students.

2.7. Integrated stress in the academic achievement in English is somehow equally homogenous in both the groups of rural and urban STC Students.

In short, the conclusion is that all the null hypotheses are accepted regarding the stress in academic achievement in English of rural and urban STC students.
(Part-2)

(Subjects Stream Based analysis)

(Group below 60% marks)

**Hypothesis-3** There is no significant difference in academic achievement of English subject between different subject streams STC trainees in relation to psychological stress.

**Findings;**

**Arts and commerce group;**

3.1. Curriculum related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

3.2. Teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

3.3. Practice teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

3.4. Teacher behavior related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

3.5. Examination related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.
3.6. Other factor related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

3.7. Integrated stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

The conclusion is that the stress does not affect the achievement in English of arts and commerce STC students, so the null hypotheses are accepted.

**Arts and science group;**

3.8. The Curriculum related stress is more in Arts students having below 60% marks in academic achievement in English than Science stream STC students.

3.9. The teaching related stress is more in Arts stream students having below 60% marks in academic achievement in English than Science stream STC students.

3.10. Practice teaching related stress in academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and Science STC students.

3.11. The teacher behavior related stress is more in Arts stream students having below 60% marks in academic achievement in English than Science stream STC students.

3.12. Examination related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and Science STC students.
3.13. Other factors related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and Science STC students.

3.14. The integrated stress is more in Arts stream students having below 60% marks in academic achievement in English than Science stream STC students.

The analysis depicts that the curriculum related, teaching related, teacher behavior related and integrated stress affect the achievement in English of STC students of Arts and Science stream groups. The stress is more in Arts stream STC students than the science students, so the null hypotheses regarding curriculum, teaching, teacher behavior and integrated stress are rejected and rest three hypotheses practice teaching, examination and other factors related are accepted.

**Commerce and Science group;**

3.15. Curriculum related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.

3.16. Teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.

3.17. Practice teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.

3.18. Teacher behavior related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.
3.19. Examination related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.

3.20. Other factors related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.

3.21. Integrated stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.

**Technical Terms defined:**

**Psychological stress:**

In the present study **Psychological stress** is a high level of stress impairs people memory and attention during cognitive activities such as when taking examination etc.

In the present study psychological stress discussed under the following aspects;

1) Curriculum related stress
2) Teaching related stress
3) Practice teaching related stress
4) Teacher behavior related stress
5) Examination related stress
6) Other factors related stress and
7) Integrated related stress.

**Academic Achievement:**

According to the dictionary of education, achievement means the knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers or both.” In the present study academic
achievement in English subject of STC students has been measured on the basis of marks obtained from the institution result cards.

**Prospective Teachers;**

**Prospective Teachers** means those trainees who are taking the training for teaching the elementary classes.

**English subject; means the curriculum/syllabus of English for STC class.**

**Research Design;**

(A) **Method of the research:** - Survey method is used in the study. This method provides three types of information :-

i) Of what exists.

ii) Of what we want.

iii) How to get these.

(B) **Population:**

The population consisted of girls and boys studying in professional course of STC in Rajasthan State.

(C) **Sample selected:** Sample is selected from the institutions of Jaipur city where STC course is running in the both general and Sanskrit STC.

**Selected Sample:**

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<th>Sr. No.</th>
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(D) **Sampling:** it is a process of selecting a sample from the population. In this study random sampling was used for selection of STC institutions and trainees. In random sampling every member of the population has probability of coming into the sample, whereas as purposive sampling based on specifically decided objectives.
The trainees of STC were selected randomly and the sample was selected only from Jaipur city.

(E) **Variables**: 1. Independent Variable :- Psychological Stress
2. **Dependent Variable** :- Academic Achievement of STC students in English Subject.

(F) **Sources of Data** :
Girls and Boys students studying in professional course of STC.

(G) **Nature of Data** : Quantitative and qualitative.

(H) **Tools and techniques used for Data collection** :-
1. Personal Data Blank of student was developed by the researcher.
2. Achievement in English of STC students has been studied on the basis of class test held by institution. On the basis of marks obtained by students and two groups were formed-above and below 60% marks.
3. Psychological Stress: - Psychological Stress scale developed by Investigator.

Analysis Technique: - T-Test and percentage were used for analysis of data.

**Delimitations of the study**:
Each of research problems whether in humanities or in languages has to be delimited up to some extent because the research could not control all factors responsible for the criterion. Similarly, this study was delimited to the following aspects:-

i) The study was limited to the selection of the institutions which are running STC course as general and Sanskrit STC, in Jaipur city only.

ii) The study was limited to STC students only.

iii) The academic achievement of the trainees has been studied only in English subject.

iv) The study is delimited only 600 students of arts, science and commerce offered by students at 12th level (in interrelated forms not branch wise).
v) Achievement level is divided in two parts i.e; below and above 60% marks obtained in the home exams.

vi) Tools were constructed by the investigator. No one standardized tool was used for the study.

vii) Achievement was taken on the basis of report cards of the institution.

**Educational implications;**

1) 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.

2) Teachers will be also aware about the negative influence of stress on some of academic fields in many cases.

3) Teachers and Parents will try to set achievable targets within their means.

4) Precautions will be taken regarding high demand and too much pressure for good performance in examinations made by some parents on their children which may cause mental stress on the child’s academic performance negatively.

5) Administrator will design the curriculum according to child’s interest.

6) Stress less examination pattern will be applied by teacher.

7) Counselor can counsel the students accordingly.

**Suggestions for further studies;**

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;

1. This research work can be conducted on other level courses related to teacher training.

2. Research can be done on other technical and non-technical courses.

3. Research can be conducted on other places of Rajasthan and India.

4. Research can be conducted on backward areas of Rajasthan and India.
5. Further studies can be conducted on larger sample.

6. Further studies can be conducted on other languages.

7. The affect of stress can be studied on other academic and non-academic areas.

8. A study can be taken to explore the impact of stress on adjustment of STC students.

9. Academic Achievement can be studied on the basis of Socio economic status of STC trainees.

10. Study may be conducted on B.Ed trainees.