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. The study was carried out on 600 girls and boys trainees of STC randomly selected from Jaipur city province. The Split half method was used for this study. Quantitative and qualitative data were used Personal Data Blank of student was developed by the researcher, 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 and Psychological Stress scale developed by Investigator. T-Test and percentage analysis technique were used. Validity of the tool established (.95). Reliability measured by the Split half method - (0.92) Statistics like; - Mean-measurement of central tendency, standard deviation-measurement of dispersion, and t-test-measurement of significance were used.

The level of significance measured; - Value at 0.05 level ----1.97 and Value at 0.01 level ---- 2.67

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 having below than 60% marks. Curriculum , teaching, teacher behavior and integrated related stress was more in Arts students having below than 60% marks 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.

Key words;-Psychological stress, Academic Achievement, Prospective Teachers, English subject.