



The Impact of Stress on Pupil Teachers' Academic Achievement

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The impact of stress on pupil teachers' academic achievement has been investigated by this quantitative study conducted under the Positivist paradigm. The sample for the study comprising 288 pupil teachers (including male and female) was selected using the Stratified sampling technique. The pupil teachers were enrolled in a public university based in Lahore. They belonged to the B.Ed. Hons and B.Ed. Secondary programs. The Stress Measuring Scale (SMS) adopted (Shoukat, 2019) has been used for the collection of data regarding pupil teachers' stress. It was a 5-point Likert's rating scale (ranging from Strongly Disagree to Strongly Agree) comprising 30 items. Its reliability was .72 Cronbach's Alpha. On the other hand, pupil teachers' academic achievement has been measured in terms of their terminal performance of the semester. The collected data was analyzed by using Person's r correlation followed by Linear Regression with the help of SPSS 22.0. The results showed that the pupil teachers' academic achievement was moderately inversely affected by their perceived stress.



Keywords: *Stress, Pupil teachers, academic achievement, B.Ed. Hons, B.Ed. Secondary programs*

Introduction

Stress can be said as the strain or pressure which is felt by any individual psychologically. However, its reaction is physical. When anyone is stressed, one is exposed to depression (Granziera et al.,2023). In such a situation one's attitude is also affected and energies get low (Shoukat, 2019). The stress affects the individuals' workability, retention, and learning along with health and esteem. Stress affects the biological functions of the human in a way that all the energies are put together by the human systems of the body followed by the reduction of the other body functions to which human physiology thinks the unnecessary for the time being (Aafreen et al.,2013). Human physiology strives to cope with stress by utilizing the maximum of the energies. In this way, some important functions of the human body like thinking, memorizing, and workability in general, get disturbed (Saqib & Rehman, 2018). Jerrim & Sims, S. (2022) has stressed that accountability is the major driving force in the achievement of success. According to Hakim, et al.,(2022) that there is a relationship between stress levels and student learning results. Rudolf & Lee (2023) has described the impact of the school culture on educational achievements and students' well-being in Korea by providing cooperation.

When someone is burdened by work or even faces any undesired circumstance for a long time, she is likely to be exposed to stress. One's health and academics also get affected by this as one becomes unable to concentrate on both when one is under stress. The stressed person feels hindered regarding the efficacy and utilization of the abilities and capabilities (Nelson & Simmons, 2003). This doesn't end here. The stress doesn't affect health and academics alone. Rather it also affects human behavior. The individual starts behaving in a bad-mannered way which can spoil even the academic endeavor too (Kalli & Shehu, 2018). The inconsistency between one's capabilities to do anything or to cope with the situation and the encumbrance of responsibilities is also said to be the stress. In such a situation, the individual remains unable to maintain the balance between the possessed capabilities and the strain which puts the individual in a state of stress (Crum et al.,2013).

One gets stuck in the stress when one finds oneself failing to manage the given responsibilities. Initially one feels minor tension regarding this. If one manages to fill in the gap between the responsibilities, one gets out of that initial tension. Otherwise, one feels stressed (Leijden, 2012). The stress causes depression, and lack of focus on academics allows energy as well. Stress has been defined as a state where one feels helpless and tense. It has a strong impact on one's psychological aspect and physical aspects too. One remains unable to concentrate on the task or academics if one is stressed. The lack of energy is also faced by that person (Aafreen et al., 2013).



Stress is not a new thing for the students at all. Almost all of the students face it to a varied extent. Some may feel it minor whereas some may feel major. However, regardless of the extent, it is felt by them. For some students, it's a routine to remain stressed regarding their academics (Crum et al., 2013). They are exposed to stress when they are afraid of failure or low achievement in the exams or when they work hard or couldn't work hard the achievement of high scores. The intention to achieve high or to abstain from failure is not the only cause of students' stress. Rather, there are other factors too which contribute to causing or increasing stress (Khan et al., 2013). The lack of finance is also one of them. It has been found that those students who lack finance usually remain stressed (Leijden, 2012). The focus of their attention remains the way they are supposed to manage the expenses for their academics. Some have to either do a part-time job where they are also required to excel in their abilities and give the due time as well (Kalli & Shehu, 2018). However, when they find themselves in trouble managing the time for their studies whilst working a part-time job, they fall stressed. This results in poor grades in academics and then their stress increases from time to time (Nelson & Simmons, 2003).

It also has been stated that hardly any of the students could remain away from stress. For them, it's like routine feelings or activities. The students remain exposed to stress regardless of their activities and achievement. Some remain stressed because their assignment is not complete yet (Pascoe et al., 2020). Some are stressed because they need to excel more to avoid failure. Similarly, those who are below the criteria to pass the semester, are stressed to attain the criterion scores/ grades. On the other hand, those who are average, also remain stressed in the quest for improving their grades. Similarly, those who are high achievers, are stressed while striving to maintain their grades or show distinction even among the high achievers (Saqib & Rehman, 2018).

There is no fixed time for the stress to come for students as some remain on and off whereas few are consistently stressed throughout the academic session or the semester. However, the literature shows that the peak time for students' stress is usually when they are likely to take any assignment or exam (Shoukat, 2019). The exam preparation put them under stress as they need to cover the whole syllabus they are supposed to take the exam. Similarly, they feel more stressed when they are expecting their results for the semester they have taken the exams (Crum et al., 2013).

The stress doesn't affect the student's academic achievement, rather also causes them to be less or demotivated. Those who are stressed, are likely to be less motivated towards the study as their focus is deviated from the study towards the mental balance and striving to get rid of stress (Shoukat, 2019). On the other hand, if they are unable to get rid of the stress, there are chances for the student's drop out of the institutions (Leijden, 2012). (Aafreen et al., 2013)



conducted the research and concluded that the students face stress during their academics. However, there is a difference in their experience related to stress. Those students who were taking the arts subjects as their majors were exposed to and experienced lesser stress as compared to those who were taking science subjects as their majors. On the other hand, it also has been brought to light through the findings of this study that those students who are exposed to stress, are vulnerable to depression as well which causes a decrease in their academic achievement.

(Pascoe et al., 2020) concluded in the light of the conducted research that the stress is felt and faced by the students regarding their academics. It also has been revealed that the student's academic achievement is affected by stress as well. On the other hand, stressed students feel less motivated regarding their academics. They are fallen into depression and even face a lack of sleep because of stress which affects their health.

Khan et al., (2013) conducted research which revealed that stress has been faced by the students. It further came to be known that the student's academic achievement has been affected by stress. However, the junior students were facing higher stress as compared to the students belonging to senior classes.

(Mehfooz & Haider, 2017) concluded that stress is caused by the difficulties students faced in academics as well as financial issues. Their health also gets affected along with their studies because of stress. It is also clarified that academics remain to be a source of stress for medical students as a whole.

(Shoukat, 2019) also conducted the study which clarified that stress is a routine for students. They face it to an extent either high or low. However, almost all of the students have faced it at least once throughout the academic year/ career. On the other hand, it also has been explained that it causes demotivation in students toward academics.

However, it came to know after the review of the related literature that there is a grey area related to the phenomenon under study in the Pakistani context. This is what this research has been conducted by the researchers.

Research Hypothesis of the Study

The research hypothesis for this study was as under:

Ho: There is no significant impact of stress on pupil teachers' academic achievement.

Research Methodology

The Positivist paradigm has been used by the researcher(s) for this study. This was a quantitative study conducted to examine the impact of stress on pupil teachers' academic achievement. The

sample comprising 288 pupil teachers (including male and female) was selected using the Stratified sampling technique. The pupil teachers were enrolled in a public university based in Lahore. They belonged to the B.Ed. Hons and B.Ed. Secondary programs.

Table 1 *Sample Selection*

Steps	Activity
1.	Identification of population 480
2.	Determination of sample size 60% (288)
3.	Identification of sub-groups a) Pupil teachers from B.Ed. Hons b) Pupil teachers from B.Ed. Secondary
4.	Classification of members from the population a) $320 \div 480 \times 100 = 66.66$ b) $160 \div 480 \times 100 = 33.33$
5.	Proportionate representation c) $66.66 \div 100 \times 288 = 192$ d) $33.33 \div 100 \times 288 = 96$
6.	Sample selection using a random table a) 192 Pupil teachers from B.Ed. Hons b) 96 Pupil teachers from B.Ed. Secondary

The data was collected employing a Survey. The Stress Measuring Scale (SMS) adopted (Shoukat, 2019) has been used for the collection of data regarding pupil teachers' stress. It was a 5-point Likert's rating scale (ranging from Strongly Disagree to Strongly Agree) comprising 30 items. Its reliability was .72 Cronbach's Alpha. On the other hand, pupil teachers' academic achievement has been measured in terms of their terminal performance of the semester.

Data Analysis

The data was analyzed by using Person's r correlation followed by Linear Regression with the help of SPSS 22.0.

Table 2

Correlation between Pupils Teachers' Stress and Academic Achievement

	Stress	Academic Achievement
Stress	1	-.448**
Academic Achievement		1

Table 2 shows the correlation between the pupil teachers' perceived stress and their academic achievement. The value of $r = -.448$ and ($p < .001$) shows the inverse moderate correlation between the variables. Therefore, the "Ho: There is no significant correlation between stress and pupil teachers' academic achievement." Is rejected.

Table 3

Effect of Pupil Teachers' Stress on Their Academic Achievement

R	R Square	Adjusted R Square	df	F	Sig.
.448	.201	.198	1	71.943	.000

The effect of pupil teachers' stress on their academic achievement was investigated by applying the Simple Linear Regression. Table 3 reveals the results that there is a 19% variance in pupil teachers' academic achievement (dependent variable). On the other hand, the value of $F = 71.943$ and ($p < .005$) shows the fitness of the model.

Table 4

Regression's coefficient indicating Effect of Pupil Teachers' Stress on Their Academic Achievement

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Academic Achievement	6.405	.141		45.538	.000
Stress	-.445	.053	-.448	-8.482	.000



Table 4 depicts the coefficient value (Beta value = $-.448$) for the pupil teachers' stress (independent variable) against their academic achievement (dependent variable) and ($p < .005$). This shows that the pupil teachers' academic achievement is moderately inversely affected by their perceived stress which is evident in the rejection of "Ho: there is no significant impact of stress on pupil teachers' academic achievement."

Discussion

This study leads to the importance of stress- a free environment for the teaching-learning environment as stress leads to depression in everyone. In this situation, a person's attitude is impacted as well as their energy level (Shoukat, 2019). Stress can have an impact on a person's capacity for work, memory, and learning, as well as their health and sense of self-esteem. Stress has an impact on human biological processes in such a way that the body's systems absorb all available energy, which is followed by a decrease in other physiological functions that human physiology deems momentarily unneeded (Aafreen et al., 2013). The human body uses as much energy as possible to try to deal with stress. As a result, crucial bodily processes including thinking, memory, and overall productivity are interfered with (Saqib & Rehman, 2018; Jerrim & Sims, 2022). Stress levels and student learning outcomes are related; stress has an impact not only on health but also on academics. The person begins acting rudely, which could jeopardize even their academic efforts (Rudolf & Lee 2023; Hakim et al., 2022; Kalli & Shehu, 2018).

Conclusion

It has been concluded based on the findings that the pupil teachers' academic achievement is moderately inversely affected by their perceived stress. The study concluded that there is a strong relation between pupil teachers' perceived stress and their academic achievements. The study also concludes that there is a strong impact of stress on pupil teachers' academic achievement as stress is connected to their academics. It has been demonstrated that ongoing stress related to teaching-learning institutes has a detrimental effect on students' capacity for learning, academic performance, success in school and on the job, quantity and quality of sleep, and outcomes related to physical, mental, and academic performance. So, it is suggested that educational institutions should take measures for reducing students' stress so that their academic achievement may not be affected by the stress. This would enable them to focus more on their studies and show better performance in academics as well.

Recommendations

It is recommended that educational institutions should take measures for reducing the students' stress so that their academic achievement may not be affected by the stress. A module in their course work must be included to enhance pupils' teachers' capacity for stress management. The practical aspect of positive stress to enhance the immune system, strengthen memory and



learning, and bring an improvement in decision-making skills must be included so that they may perform their role efficiently and effectively for their students too.

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