

PREDICTING ADOLESCENT'S SCHOLARLY ACHIEVEMENT, SOCIAL COMPETENCE AND STRESS AMONG SENIOR SECONDARY RURAL STUDENTS OF SELECTED STREAMS

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ABSTRACT

The all-round development of an individual requires the development of all aspects of life which brings them adjust with their environment. The psychosocial competence is an individual's capability to pact successfully with the stresses and challenges of everyday life. The transitional phase of childhood and adulthood which determines many aspects of future during this age many physical, emotional, mental, moral and social changes are occurred. The nature of study of different streams of students of secondary classes are different. Life skills are actually psychosocial abilities attained by any individual with her/his efforts. The goal of this study was to investigate whether scholarly achievement, social competence and stress mediate the relationships and comparisons among rural adolescence students of different streams of study. It was concluded from this study is that the scholarly achievement and social competence of arts and science streams senior secondary rural students are not different but stress among arts and science stream senior secondary rural students is different among senior secondary rural students.

KEYWORDS: *Scholarly Achievement, Social Competence, Stress and Rural Students.*

INTRODUCTION

Education is that tool which brings cognitive, conative and psychomotor developments among students. The all-round development of an individual requires the development of all aspects of life which brings them adjust with their environment. For a healthy and smooth life an individual should have many skills. Education play a vital role in developing life skills among students. Life skills are actually psychosocial abilities attained by any individual with her/his efforts. Psychosocial competence is an individual's capability to pact successfully with the stresses and challenges of everyday life. It is a being's ability to sustain a state of mental comfort and to establish this in adaptive and positive behaviour while intermingling with others, his/her values, ideals, culture and environment. Psychosocial competence has a significant role to play in the increase of healthiness in its comprehensive sense; in terms of physical, mental and social happiness. In particular, where health difficulties are related to behaviour, and where the behaviour is related to an inability to deal competently with stresses and problems in life, the amelioration of psychosocial competence could make a significant engrossment. This is particularly important for health preferment at a time when behaviour is more and more worried as the source of health glitches. WHO also describes ten core life skills of psychosocial competencies and these are a) Self-awareness b) Empathy c) Effective communication d) Interpersonal relationship skills e) Problem solving f) Creative

thinking g) Critical thinking h) Decision making i) Coping with emotions and j) Coping with stress (WHO_MNH_PSF_93.7A_Rev.2.Pdf, n.d.). Since, education is functions as a subsystem of society and it maintains the society competent and more progressive, hence it can also play a very important and crucial role in developing core life skills among the students. Inside the boundaries of school, students learn a lot of behaviours which makes them more adjustable with the society. At the time of birth, the child is neither social nor unsocial but it is the society which make her/him a social or unsocial (Parson, 1937).

India is the largest democratic country of world. In India the principal aim of education system is to develop citizenship among the citizen of India. a good citizen can be made by good social and moral characters which requires social competence. For better life of adolescents, the Ministry of Human Resource and Development, Government of India initiated a country wide programme called Adolescence Education Programme (AEP) to create powerful opportunities for adolescents. The principle aims of AEP are to empower young individuals of the country with exact, age suitable and culturally pertinent information, promote healthy attitudes, and develop skills among them to deal with real life circumstances and problems in positive and responsive way for their healthier life. National Council of Educational Research and Training (NCERT) is acting as national coordinator for this program with five other national agencies

namely National Institute of Open Schooling (NIOS), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), Central Board of Secondary Education (CBSE) & Council of Board of Secondary Education (COBSE) and functions through both curricular and co-curricular set-ups to pay toward holistic growth of young citizens in portrayal of the National Curriculum Framework, 2005 (MHRD, 2020). Social competence refers to a) capability of positive and healthy interactive relationships for resolving interactive conflicts, b) inclination towards responsible citizenships with a caring citizen in the world and c) in general development of clear self-identity and a group or collective identity. Erikson (1963) proposed that the pursuit for individuality is the foremost progressive task that adolescents have to look. The achievement of a strong identity donates to the development of self. Catastrophe to achieve a clear identity will lead to character misperception. Adolescents with a high level of capability parade high occurrence of prosocial behavior. In addition, social competence is positively associated with scholarly achievement. A positive learning atmosphere with a lot of social cares from parents, teachers, peers, and the general community should be recognized. The environment should highlight on considerate for others, social justice, admiration, and accountability. In addition, the school location should be nonviolent and nonthreatening for open and allowed debate, exchange of ideas, sharing of emotional state and skills, committed democracy, and for social act counting voluntary social services (Ma, 2012).

The age of adolescence is very much crucial in human life. It is that transitional phase of childhood and adulthood which determines many aspects of future during this age many physical, emotional, mental, moral and social changes are occurred. As Stanley Hall (1904) reported it as 'The age of Storm and Stress'. During adolescence scholarly issues are one of the most significant sources of stress among students which causes sometimes serious mental health issues among them such as anxiety, depression, unhappiness, hopelessness, sadness and stress and in some cases, it results to suicide. In India generally mental health issues are neglected by family, friends and society. In India self-annihilation among adolescents is higher than any other age groups that is 40% of suicide deaths in men and 56% of suicide deaths in females happened in 15–29 years of age (Patel et al., 2012). The mental problems among adolescents are more in students as comparison to others. The occurrence rate of child and adolescent psychiatric illnesses in the community has been found to be 6.46% and in schools, it was 23.33% and the reportage systems of psychiatric disorders in children are found to be insufficient comparable to a previous Indian study (Malhotra & Patra, 2014; Rani, n.d.). Now a day's students are facing more scholarly pressure from his family members related to study which also causes serious

metal issues among them and scholarly pressure may be one of the significant contributing factors for more stress. The locality of residence i.e. rural and urban is also discriminating in availability of resources for study. The urban students can get educational resources like study materials, basic infrastructures, teachers and their guidance more easily in comparison to the rural students. This discriminating environment is also one of the most significant factors of stress among adolescent students of rural localities. The scholarly achievement is to be significantly associated with depression and self-expectations. Parent and teachers' prospects were the chief sources of academic anxiety among adolescents. Adolescent female teen-agers had complex academic stress than boys and for these adolescents with unadorned academic stress have to be recognized early, and prompt involvements will likely prevent or ameliorate hopelessness. Students should be counselled for stress influence by school counsellor or school health harbor. Teachers should effort to confiscate academic stress producing factors from learning milieu by taking suitable steps (Jayanthi et al., 2015).

The early adolescents' ego pliability facilitates the relationships between caring or regulatory child-care practices and early adolescents' scholarly achievement, social competence, and physical health. Findings supplementary indicate that youth's rendezvous coping intermediates the relationships between supportive child-care practices and achievement and health. Of prime importance in the background of previous work, findings of intervention of parenting to outcomes may apprise programs attentive on educating parents with efforts they can indorse to substitute the development of ego resilience and appointment coping toward early adolescents' healthy academic, social, and physical growth (Swanson et al., n.d.).

The nature of study (both within the classroom and outside the classroom) of different streams of students of secondary classes are different. The science subjects are supported with practical classes in combination with theoretical study and practical works need time and labour both within and outside the classroom whereas a few subjects of arts stream are supported with practical works and the commerce stream students are not much focused with practical classes without some selected classes of study. The arts and commerce students of senior secondary classes were found more socially competent than the science stream students of senior secondary classes (Rekha, 2019). The social competence and study habits are also closely related with scholarly achievement. The gender of students of secondary schools may also influence the relation between social competence and study habits. In comparison to male students, female students of secondary class show positive correlation between social competence and study habit and the level of

scholarly achievement (below average, average and above average) exhibits no relationship between social competence and study habits (Roma & Bakshi, 2015). As for as stress of secondary students is concern Kai-wen (2010) identified mainly four factors of stress among students were physical & mental factors, family factors, school factors and relationship factors. The gender and streams of study of secondary students are also related with their stress. The male and female students of science stream show significant difference whereas arts and commerce streams secondary students are significantly different on stress. The male as well as female students of arts, commerce and science streams were found significantly different on stress and science stream of both male and female students of secondary classes were found more stressed than both male and female secondary students of arts and commerce streams. In comparison to arts male and female students of secondary classes, commerce male and female secondary students were found more stressed (Singh, 2017).

The goal of this study was to investigate whether scholarly achievement, social competence and stress mediate the relationships among rural adolescence students of different streams of study. To support the proposed study, we review literatures on relationships between scholarly achievement, social competence and stress among adolescent students of rural localities.

OBJECTIVE OF THE STUDY

The following major and minor objectives were considered for predicting the adolescent's scholarly achievement, social competence and stress among senior secondary rural students.

Major objectives -The major objectives of this study were as follows

- To compare the scholarly achievement, social competence and stress among senior secondary rural students on the basis of their stream of study.
- To study the relationships among scholarly achievement, social competence and stress among senior secondary rural students.

Minor objectives – The minor objectives were as follows

- To find and compare the mean values of scholarly achievement among senior secondary rural students studying in arts, science and commerce streams.
- To find and compare the mean values of social competence among senior secondary rural students studying in arts, science and commerce streams.
- To find and compare the mean values of stress among senior secondary rural students studying in arts, science and commerce streams.

- To find the relationship between scholarly achievement and social competence of senior secondary rural students.
- To find the relationship between scholarly achievement and stress of senior secondary rural students.
- To find the relationship between social competence and stress of senior secondary rural students.

RESEARCH QUESTIONS

In quest of the above major and minor objectives, the following research questions were raised –

- i. Is there any difference in the scholarly achievement among senior secondary rural students studying in arts, science and commerce streams?
- ii. Is there any difference in the social competence among senior secondary rural students studying in arts, science and commerce streams?
- iii. Is there any difference in the stress among senior secondary rural students studying in arts, science and commerce streams?
- iv. Is there any relationship between scholarly achievement and social competence of senior secondary rural students?
- v. Is there any relationship between scholarly achievement and stress of senior secondary rural students?
- vi. Is there any relationship between social competence and stress of senior secondary rural students?

HYPOTHESIS OF THE STUDY

To study the above objectives and for answering the above research questions following null hypotheses were formulated and tested accordingly -

- There is no significant difference among the mean values of scholarly achievement of senior secondary rural students studying in arts, science and commerce streams.
- There is no significant difference among the mean values of social competence of senior secondary rural students studying in arts, science and commerce streams.
- There is no significant difference among the mean values of stress of senior secondary rural students studying in arts, science and commerce streams.
- There is no significant relationship between scholarly achievement and social competence of senior secondary rural students.
- There is no significant relationship between scholarly achievement and stress of senior secondary rural students.
- There is no significant relationship between social competence and stress of senior secondary rural students.

METHODOLOGY

a. **Method** – This study follows survey method of descriptive research.

b. **Population and sample** – For the present study total 83 students of senior secondary schools were incidentally selected from Government Higher Secondary School, Pathariya Jat, Sagar (M.P.) but finally 71 subjects were incorporated for analysis of data out of which 49 were female and 22 were male students. The sample includes only the students of rural localities of Sagar district of Madhya Pradesh.

c. **Tool used** – For measuring scholarly achievement of rural students of senior secondary, the total marks of students achieved in all the subjects of examination in the last academic session were considered as such. For collection of data on social competence from the senior secondary rural students, Social Competence Scale was used. The scale was constructed by *Karuna Shankar Mishra*, Department of Education, University of Allahabad, Prayagraj (U.P.). The inventory measures four factors of social competence namely – personal social thrust, social-cognitive orientation, welfare centeredness, participation regulation and analytical. Alpha and Split half reliability for the total inventory of social competence scale were .942 and .956 respectively. Alpha reliability for various dimensions ranged from .337 to .744. Split half reliability for the dimensions ranged from .361 to .791. The Stress Scale (SS-LVNS) was used for collecting the responses on stress which was developed by *Vijaya Lakshmi and Shruti Narain*.

d. **Statistical technique** – For analysis of data first of all the assumptions of parametric statistical tests like test of normality, skewness and kurtosis etc. were considered but finally due to nonfulfillment of assumptions of parametric statistical tests parallel non-parametric statistical test i.e. independent sample Mann-Whitney U-test, Kruskal-Wallis H-test (one way analysis of variance) were employed to compare the means of different groups and for analysis of relationships between two variables product moment coefficient of correlation was calculated.

ANALYSIS OF DATA AND INTERPRETATION

To study the mean values of scholarly achievement of senior secondary rural students studying in arts and science streams, it was hypothesized that there is no significant difference between the mean values of scholarly achievement of senior secondary rural students studying in arts and science streams. The U-test has been computed to test this hypothesis. Results have been depicted in table No. 1.

Table 1: Summary of U-test of scholarly achievement of senior secondary rural students studying in arts and science streams

Group	N	Mean Rank	U Value	Z Value
Arts Stream Students	56	72	2364	1.18
Science Stream Students	15	456	504	

The table No. 1 revealed that the value of Z among scholarly achievement of senior secondary rural students is 1.18 which is not significant at .05 level. Therefore, null hypothesis is not rejected. It is indicated that rural students studying in arts and science streams of senior secondary level are not significantly different on scholarly achievement. So, the distribution of scholarly achievement is same across categories of rural students studying in arts and science streams of senior secondary level.

To study the mean values of social competence of senior secondary rural students studying in streams of arts and science, it was hypothesized that there is no significant difference between the mean values of social competence of senior secondary rural students studying in arts and science streams. The U-test has been computed to test this hypothesis. Results have been depicted in table No. 2.

Table . 2: Summary of U-test between values of social competence of senior secondary rural students studying in arts and science streams

Group	N	Mean Rank	U Value	Z Value
Arts Stream Students	56	1883	553	.352
Science Stream Students	15	515	454	

The table No. 2 revealed that the value of Z between social competence of senior secondary rural students studying in arts and science streams is .352 which is not significant at .05 level. Therefore, null hypothesis is not rejected. It is indicated that rural students studying in arts and science streams of senior secondary level are not significantly different on social competence. So, the distribution of social competence is the same across categories of rural students studying in arts and science streams of senior secondary level.

To study the mean values of stress of senior secondary rural students studying in streams of arts and science, it was hypothesized that there is no significant difference between the mean values of stress of senior secondary rural students studying in arts and science streams. The U-test has been computed to test this hypothesis. Results have been depicted in table No. 3.

Table 3: Summary of U-test between values of stress of senior secondary rural students studying in arts and science streams

Group	N	Mean Rank	U Value	Z Value
Arts Stream Students	56	1575	861	5.88
Science Stream Students	15	958	2	

The table No. 3 revealed that the value of Z between stress of senior secondary rural students studying in arts and science streams is 5.88 which is not significant at .01 level. Therefore, null hypothesis is rejected. It is indicated that rural

students studying in arts and science streams of senior secondary level are significantly different on stress. So, the distribution of stress is not same across categories of rural students studying in arts and science streams of senior secondary level.

To study the relationship between scholarly achievement and social competence of senior secondary rural students, it was hypothesized that there is no significant relationship between scholarly achievement and social competence of senior secondary rural students. For calculating coefficient of correlation, product moment coefficient of correlation (*r*) has been computed to test this hypothesis. Results have been depicted in table No. 4.

Table 4: Results of coefficient of correlation between scholarly achievement and social competence of senior secondary rural students

Students	N	Coefficient of correlation
Secondary Female Students	40	.185

The table No. 4 revealed that the coefficient of correlation between scholarly achievement and social competence is .185 which is negligible and is not significant at .05 level. Therefore, null hypothesis that there is no significant relationship between scholarly achievement and social competence of senior secondary rural students cannot be rejected. It is indicated that scholarly achievement is negligible but positively correlated with social competence of rural students.

To study the relationship between scholarly achievement and stress of senior secondary rural students, it was hypothesized that there is no significant relationship between scholarly achievement and stress of senior secondary rural students. For calculating coefficient of correlation, product moment coefficient of correlation (*r*) has been computed to test this hypothesis. Results have been depicted in table No. 5.

Table 5: Results of coefficient of correlation between scholarly achievement and stress of senior secondary rural students

Students	N	Coefficient of correlation
Secondary Female Students	40	-.206

The table No. 5 revealed that the coefficient of correlation between scholarly achievement and stress is -.206 which is negatively low correlation and is not significant at .05 level. Therefore, null hypothesis that there is no significant relationship between scholarly achievement and stress of senior secondary rural students cannot be rejected. It is indicated that scholarly achievement is very low but negatively correlated with stress of rural students.

To study the relationship between social competence and stress of senior secondary rural students, it was hypothesized that there is no significant relationship between social competence and stress of senior secondary rural students. For calculating coefficient of correlation, product moment coefficient of correlation (*r*) has been computed to test this hypothesis. Results have been depicted in table No. 6.

Table . 6 : Results of coefficient of correlation between social competence and stress of senior secondary rural students

Students	N	Coefficient of correlation
Secondary Female Students	40	-.146

The table 6 revealed that the coefficient of correlation between social competence and stress is -.146 which is negligible negatively and is not significant at .05 level. Therefore, null hypothesis that there is no significant relationship between social competence and stress of senior secondary rural students cannot be rejected. It is indicated that social competence negligible but negatively correlated with stress of rural students.

The overall relationships among scholarly achievement, social competence and stress are showing in the table No. 7 which revealed the summary of coefficients of correlation between scholarly achievement, social competence and stress of senior secondary rural students.

Table 7: Summary of results of coefficient of correlations of scholarly achievement, social competence and stress of senior secondary rural students

Variables	Description	Scholarly Achievement	Social Competence	Stress
Scholarly Achievement	R	1	.185	-.206
	Sig. (2-tailed)	71	.123	.085
	N		71	71
Social Competence	R	.185	1	-.146
	Sig. (2-tailed)	.123		.225
	N		71	71
Stress	R	-.206	-.146	1
	Sig. (2-tailed)	.085	.225	
	N		71	71

RESULTS – On the basis of above analysis following results can be drawn –

- The distribution of scholarly achievement is same across categories of rural students studying in arts and science streams of senior secondary level. It means on the basis of streams of study, scholarly achievement of arts and science streams senior secondary rural students are not different.
- The distribution of social competence is the same across categories of rural students studying in arts and science streams of senior secondary level. It means on the basis of streams of study, social competence of arts and science streams senior secondary rural students are not different.

- The distribution of stress is not same across categories of rural students studying in arts and science streams of senior secondary level. It means on the basis of streams of study, stress of arts and science streams senior secondary rural students are different.

- The relationship between scholarly achievement and social competence of senior secondary rural students is negligible but positive in nature.

- The relationship between scholarly achievement and stress of senior secondary rural students is very low but negative in nature.

- The relationship between social competence and stress of senior secondary rural students is negligible but negative in nature.

CONCLUSION AND DISCUSSION

The analysis of data can be concluded that the results show that scholarly achievement and social competence of arts and science streams senior secondary rural students are same i.e. stream of study does not affect their scholarly achievement and social competence but stress among arts and science stream senior secondary rural students is different i.e. stream of study causes different stress among senior secondary rural students. The reason behind this may be that the teacher behaviour, curriculum, assessment, classroom environment of arts and science streams are different and this causes different stress among the students. The study revealed that the relationship between scholarly achievement, social competence and stress is either negligible or very low in nature.

SUGGESTION

On the basis of above results and conclusions it can be suggested that arts and science streams of study causes different stress among senior secondary rural students, therefore the stress related to streams of study like teacher behaviour, curriculum, assessment, classroom environment should make in such a way that students feel less or no stress related to their streams of study. To reduce academic stress among senior secondary rural students' co-curricular activities, games, sports, yoga, meditation and joyful teaching methods should be adopted in school environment.

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