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Impact of stress management training on the girl high school student academic achievement

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Abstract

Stress is a major factor in many psychological and social damages. Stress management can be the result of the trauma reduction. This study examines the effects of stress management on academic student achievement. In this experimental study, after sampling all the numbers, the students were categorized into two groups of 15 people. Scores of stress management, stress and the academic status of students were measured with appropriate tests. Stress management training workshop was conducted for the intervention group. Reminders and additional training was conducted over 4 weeks. Scores before and after intervention in each group were collected. The effect of education on the scores from the analysis results to statistical tests using SPSS software and t-test was determined. The average between the two groups before the intervention in any scale, stress management, stress and the academic status was not significantly different. The average difference between the two groups after the intervention, in stress management, stress and the academic achievement turned significant ($P < 0.05$). This study underscores the role of stress management and is compatible with similar studies in Iran and abroad. Stress management training for students can lead to their achievement.

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Introduction

With regard to human development human societies have been able to develop a comprehensive level of progress and education. It seems that the development of education is the pillar of the country's development; several factors are involved in the development of education that has contributed to academic achievement (Amani, 2001). Research shows that the stress (or stress factors) affects the academic achievement (Misra, 2004) and (Womble, 2001) stress the difficulty in learning, in severe cases can cause dropping out of school, because the students cannot use all their mental faculties and learn how to take their emotional content. Lack of stress management can

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sometimes result in irreparable damage that can affect performance, morale, and sometimes even health (Misra, 2004), the damage at different ages and different aspects is One of the major causes of academic failure, and also failure to appeal to students can endanger their health.; some of the stress tests show a share in About 15 to 30 percentage have (Womble, 2001). Keogh E and Other of any natural or mental stress may be considered a real threat to the organism (Misra&Castillo, 2004). It is important to know that stress is a normal part of everyday life and their effects are always negative. Some get motivated by stress and move forward with a certain amount of energy and usually will be more successful. This is particularly true in adolescence, which coincides with puberty, during which stress is very important because if you cannot control the devastating impact on the achievement of this group of people can. Adolescence to adulthood coinciding with the period of stress and pressure (Hojaji, 2004) Dealing with stress is particularly important in this stage and lot of stress on the effective management of time is considered. The use of time also and its management, including skills in the world today is considered. Time management is not only important for managers and employees, but also necessary for all those who enrich their lives making money. It is the dead time element Blast expensive, irreversible damage to the load. With increasing psychological pressure, people can experience more stress. The proper way to deal with the stress of planning and training and identify ways to deal with stress is important in this period (Barakat, 2001).

One way to deal with stress and its management is stress management programs. The correct way to deal with stress is planning and training and identifying ways to tackle problems. Training and familiarity with the effects of stress on health, personal skills to reduce stress, exercise, time management, stress management training May slow down the symptoms of stress, such as sleep problems, anxiety and reduce the cost advantage and ease the implementation.

Stress and the stress management plan is in fact a kind of a control program that uses the biological roots of stress, a person learns how to deal with stress.in order to reduce the unpleasant aspects of stress, threatening to take them in order to control the growth of good and useful stress. This person's skills in life protects against stress and stress management skills through learning, reduces stress and unpleasant threatening aspects (Luker, Grerigson, 2005).

Given the above, in order to control the stress and time management for academic success is important, but whether the stress management training (due to being acquired and training) to enable high school students improve their academic quality and how it affects this variable is one issue that is addressed in this study.

Methodology

In this quasi-experimental study, 30 third grade high school students to select two groups of 15 persons appointed Shaded Tasty. Samplings in this study all have a number of individuals who possess features desired by the researcher were to conduct this research were invited through invitation. In this study, data were collected through two questionnaires.

Harry (2011) is used as the variable to measure the stress of standardized questionnaires. The instrument for measuring stress in both groups was used before and after intervention (stress management training). For each of the five options, from completely disagree to completely agree (for I am quite positive (1), disagree (2), idea (3), agree (4) and agree (5) and the negative questions completely disagree (5), disagree (4), idea (3), agree (2) and agree (1)) exists. In some of the questions (48 questions) the numerical value of these options against the five highest and lowest value is one of the questions and the concept is the opposite of negative valuation (Questions 2,4,6, 8,11,13,14,16,17,31,43,44,46,48,49,60,64,65 has been reversed, and so is the value of them.

After numerical value for each question, the sum of all numbers was student's stress level. Detailed instructions on the questionnaire were as follows:

- Lower than 150: Normal,

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