

INVESTIGATE THE RELATIONSHIP BETWEEN STRESS
MANAGEMENT AND ACADEMIC ACHIEVEMENT OF
STUDENTS

Mahdi Razaghi¹

Dr Rasool Berjisian²

Dr Mina Sadate Tabatabai³

Abstract

This study examined the relationship between stress management and academic achievement of students of high school Shahinshahr. The study of objective, quantitative data regarding the nature and non-experimental research component of the relationship. The sample consisted of teachers and high school students are the first in Shahinshahr. With the benefit of a random sample of 169 teachers (94 females and 75 males) and 385 students (195 girls and 185 boys) were selected as the sample results showed an association between stress management and development students at 0/001 is positive and significant. So we can conclude that the higher the stresses of student achievement will increase.

Keywords: academic achievement. teacher. Stress Control.

1- Department of Curriculum development, Meymeh Branch, Islamic Azad University, Meymeh, Iran

2- Faculty Member Department of Curriculum development, Meymeh Branch, Islamic Azad University, Meymeh, Iran

3- Faculty Member Department of Curriculum development, Meymeh Branch, Islamic Azad University, Meymeh, Iran

Introduction

Indeed, in the past and present teachers, using the arts, science, experience, faith, and love, student, fingers and brains of children and adolescents in teaching and learning have made the price of raw human to human education, the world of scholars, professionals, and artists have become a believe However, teachers need to know in what conditions they live in a world of changing thought and action, and can not limit itself to its geographical boundaries The power of initiative, creativity and skill, they limit their activities to a book or pamphlet in teacher training centers or are not familiar with during his career Because the complex and changing world of today requires continuous learning and child of his time and activity, sensitivity and creativity. The same meaning as the term teacher teaches the fundamental difference is that the teacher's aim is not just spent teaching in the classroom. Overall goal of teacher education students.

Teacher with the soul and spirit and student work; his work flourished the talents of students. If the history education and science "of" man we know of teachers in the development of human and share a lot of the role and responsibility of. If education provide the ground of growth, link, the balanced man and we know that the purpose of an actuality to dispose of the potential talents.

Teacher deals with the psyche of the student, the student's work is his talent to flourish. If the history of science education "of" the man we know, the role of teachers in human evolution, and many have assumed.

If education provide the ground for the growth, link, offset man we know and the aim is an actuality to dispose of the human potential talents to perfection and divine revelation we consider, teachers and coaches in the realization of this valuable role and have marked.

If in the search for effective recognition of factors in developing human personality, moderation and knowing his body and soul, these teachers are one of

the elements of the transition and provide moral development, physical, social, emotional and intellectual man. Therefore role teacher as one of the most important pillars of educational system is irreplaceable and is an undeniable (Myrheydary, 1386).

Statement of Problem

Education in, the role of human resources is very important and a teacher of the most important factors in the growth and development of quality of education and training. Teachers central nuclear education system and executives are vital real this and the effect of on the society to be a lot that can be said by those who happiness in the country is that the Education their children are working country. Teachers part of those who are due to his job of the face with more other people especially children and teenagers enjoy growing (Spector. 2000). We can say that man is the result of a process of interaction and mutual education (Goleman. 1998) the quality of education and training programs are valuable and important.

The internal and external research conducted recently that some of them refer

Ismaili study (1391) on the 3rd of high school students with the study of the relationship between cognitive intelligence and emotional intelligence And mental health and academic achievement was to conclude a emotional intelligence is a significant relationship with the dependent variable.

It should be noted that the correlation between emotional intelligence and mental health far more than the relationship between cognitive intelligence and academic achievement and mental health.

Ganar (2003) in a research showed that the students had a sharp wit is higher for internal educational progress. This research showed that boys and girls students in economy factor intelligence differences between meaningful minor scale intelligence closets excitement. It seems that the culture in the society and ruling attitude and family expectations played a significant role in creating the difference are.

Parker and his colleagues (2004) in a study on 667 high school students in Canada came to this conclusion that solidarity between intelligence and excitement with 41% educational progress intelligence and excitement to meaningful educational progress as it is predicted.

Brackets and Salovy (2004) research on the correlation between emotional intelligence questionnaire score and Salovy Meyer and academic performance between 20 to 25% have been reported.

Bar,On and colleagues (2005) Shot (1998) in a study of a group of students found that emotional intelligence scores students at the beginning of the school year, 63% answered they were significantly correlated with the scores of the year.

According to the hypothesis under consideration is what was said

Investigate the relationship between stress management and academic achievement of students

Research projects

The objective of the study is the fact that the variables of the study, we can not be certain manipulations, descriptive research method (non-experimental), and the

relationship between teachers' teaching styles and the progress checked, descriptive study is a correlation.

Statistical society

Society and the volume of the sample statistics the present research to all teachers of high school first City Education ShahinShahr in the academic year 93-94 that 292 people and of this number 145 women and 142 men are.

To review progress of the student as well as the average first semester students of high school first city ShahinShahr has been used. Students in high schools 4626 people first has been the number of 2238 people and a girl 2388 people are son.

The sample consisted of 30 patients that their reliability by Cronbach's alpha for each of the factors (components) were calculated separately.

Results

Is there a relationship between stress management and academic achievement of students?

Table 1 shows the results of the Pearson correlation coefficient for the relationship between stress management and academic achievement

Interpretation	Level of significance	Correlation coefficient	independent variable	Variable name stops
There is a direct relationship	0/001	0/427 **	Stress Control	Academic achievement

As can be seen in the table above, the relationship between stress management and academic achievement of students is positive and significant at 0/001. So we can conclude that the higher the stresses academic achievement of students will increase.

Resources

Austin EJ, Saklofske DH, Egan V. Personality, well-being and health correlates of trait emotional intelligence. *Personality and Individual differences*, 2005; 38:547-558.

Abisamra, N. (2000). Emotional intelligence and academic achievement. In Doctoral Proposal submitted to Montgomery university.

Bar-on. R. (2000). Emotional a social intelligence insights from the emotional intelligence inventory. Bar-on. R and Parker, J.D. (Eds). *The Hand book of emotional intelligence*. Sanfrancissco. California: Jossey– Boss

Bar-On, R.(2002). *The emotional quotient inventory (EQ-i): Techicalmanual*. Toronto, Canada: Multi- Health Systems ,Inc.

Bar-On, R.(2005). *The Bar-On model of emotional-social intelligence (ESI)*. Retrieved August 15 , 2005 , from consortium for Research on Emotional Intelligence in Organizations.

Bond, B. J and Hogan, M. J.(2004). Academic academic achievement in high school:does emotional intelligence matter? *Personality & Individual Differences*,37(7), 1321-1331.

Caruso, D. R and Salovey,P.(2004). *The emotionally intelligent manager: How to develop use the four key emotional skills of leadership*. San Francisco, CA: Jossey-Bass.

Cavins. B. J. (2005). *The Relationship between Emotional – Social intelligence and leadership practices among College Student Leaders* Bowling Green state

University, Leadership Studies 2005 . In doctoral of education to Bowling Green.

ChiniPardaz Z, Ghafourian M, Pasalar P, Keshvarz A. The Relationship between Emotional Intelligence & Academic Achievement in Medical Student of Tehran University of Medical Sciences. Journal of Education Development Center. 2001;8(2):167-172. [In Persian]

Chen, H., Wang Q and chen, I. (2002). School achievement and social behaviors: Across. Lagged regression analysis. Acta Psychological Sincia, 33 (6), 532-534.

cherniss, C. (2002). Emotional intelligence: what it is and why it matters. Journal of Applied Psychology, 30 (2), 131-135.

Cox, Judith and Nelson, D(2004). The relationship of emotional intelligence skills and constructive thinking patterns. Unpublished raw data, Texas: A&M University-Kingsville.

Drago, J, M. (2004). The relationship between emotional intelligence and academic achievement in nontraditional college students. WALDEN UNIVERSITY. P213.

Elksnin, L. K and Elksnin, N. (2003) Fostering social- emotional learning in the classroom. Academic search Premier. Education, 124, (1) 162-69 .

Enright, K. M.(2001). Family familyfactordabd self-esteem in gifted versus nongifted children: Dissertation abstracts international section, Humanities & Social Sciences, 62, (2-A), 79.

Gardner H.(1983) Frames of mind: the theory of multiple, intelligences. New York: Basic Books. 1983: 86-91, 155

Golmen D. Emotinal Intelligence. Parsa N, trans. Tehran: Roshd; 2000.

Gunner, E. S. (2003). A comparison of intrinsic and extrinsic classroom motivational orientation of gifted and learning – Disabled students, Rpeper Review. 26 (1), 53.

Leachey T, H and Harris, R, J. (2000). Learning and cognition. Prentice Hall upper saddleriver, Newjersey, 74-58.

Mayer, J. D. (2001) Emotional intelligence and giftedness. Roper Review, 23 (3), 131-137.

Navidi, Ahad (2003); “The Significant Study of Common and Special of Former Academic Function Variables Academic Self – concept and General Intelligence in Academic Achievement Prediction of Students;“ The Quarterly Journal of Education, No. 76, pp. 97-129 (in Persian).

Nelson, D. Low, G. (2003). Emotional intelligence: Achieving academic and career excellence. Upper Saddle River, NJ: Prentice- Hall.

Nelson, D. Nelson, K. (2003). Emotional intelligence: skills: Significant factors in freshman achievement and retention. (ERIC Document Reproduction Service No. cg032375

Parker J. D. A. Summerfeldt L. J. Hogan M. J. Majeski S. A. (2004). Emotional intelligence and academic success: examining the transition from high school to university. Personality and Individual Differences, 36 ,Petrides, K.V and Furnham, A.(2000).on the dimensial structure of emotional intelligence. Journal of Personality and Individual Differences

Poon TengFatt, J. (2003). Emotional intelligence: for human Resource managers. Journal Management Research News. 25, (11), 57-

Reiff, H, B. (2001). The Relation of LD and Gender with Emotional intelligence in college students. Journal of learning Disabilities , 34(1).66

SalehiSh, Taleghani F, Afghari P, Motevalli, MH.(2012), The Relationship between Academic Achievement & Emotional Intelligence in Nursing Students of Isfahan University of Medical Sciences. Iranian Journal of Medical Education. 2012;16(1):629-637. [In Persian]