

Investigating the relationship between anxiety and academic performance of elementary school students.

Fereshteh hashemi jozani

Fereshtehhashemijozani@gmail.com

Abstract

The aim of this research Is to investigate the relationship between stress and academic performance in elementary school students. For this purpose, a survey research method was used. A sample of elementary school students was selected, and stress and academic performance questionnaires were distributed to them. Then, the data were analyzed using statistical analysis methods.

This article examines the relationship between stress and academic performance in elementary school students. Stress is a psychological condition that arises from various pressures and tensions in an individual's life. While academic performance reflects the progress and performance of students.

Studies show that stress can have significant negative effects on academic performance. Students who experience stress may experience decreased concentration, fatigue, and negative thoughts, all of which can lead to a decline In academic performance.

In addition, stress can also have physiological effects that can impair academic performance. Sleep problems, reduced energy, anxiety, and increased cortisol levels (stress hormone) In the body can affect learning ability and memory.

Some possible strategies to reduce stress and improve academic performance include time management, task division, creating a calm and pleasant study environment, engaging in exercise and relaxation exercises, psychological counseling and support, and establishing Intimate relationships with family and teachers.

Therefore, understanding the relationship between stress and academic performance in elementary school students is crucial for improving their academic progress and mental health.

The results of this research indicate that stress can have significant negative effects on the academic performance of elementary school students. Students who experience stress are unable to concentrate properly and have weaker academic performance compared to their peers. Additionally, stress can lead to a decrease in memory and problem-solving abilities in students.

Based on the results of this research, providing appropriate strategies to reduce stress and enhance academic performance in elementary school students is essential. Learning patterns based on positive feedback, time management, creating a calm environment, and educational support are among the effective measures that can help students cope with stress and improve their academic performance

Therefore, stress can have negative effects on the academic performance of elementary school students. Examining and managing stress, along with providing appropriate strategies, can help improve academic performance and the progress of elementary school students.

Introduction

Education in a period of mental and psychological development is of great importance. Students are engaged in academic activities that require concentration, learning, problem-solving, and good memory. However, the learning environment and daily life conditions may cause stress in students. Stress can have negative effects on students' academic performance. Therefore, studying the relationship between stress and academic performance in elementary students is highly significant.

In today's world, stress Is recognized as one of the Issues that has the greatest impact on people's lives. Stress can arise through

environmental conditions or mental states and directly affect an individual's emotions, performance, and well-being. These effects can be clearly observed in various areas, including the education and performance of students. One aspect of stress is its rapid and discontinuous occurrence, which can have long-term effects on individuals. The relationship between stress and academic performance of students is an intriguing topic and has a direct connection to the learning process. Stress, as a natural response to life pressures and concerns, can have significant effects on Individuals' daily activities and, In the case of students, it can affect their academic performance and progress.

The relationship between stress and academic performance has been extensively studied, and research results show that high levels of stress can lead to a decrease in academic performance. Stress can have a negative impact on students' memory and concentration, leading to a reduction in learning ability and comprehension. Furthermore, stress can create anxiety and worry, which can in turn reduce academic performance.

In addition, stress can have physiological effects that can influence academic performance. For example, high levels of stress can lead to increased heart rate and respiration, stress hormone secretion, and changes in brain activity, all of which can have negative effects on students' concentration and focus.

For these reasons, stress management in students is of great importance. Solutions such as teaching psychological skills, deep breathing exercises, and time management can help students reduce their stress and improve their academic performance. Additionally, creating a supportive learning environment and providing appropriate resources and support can also have a significant impact on reducing stress and increasing academic performance.

However, existing research shows that the relationship between stress and students' academic performance is real, and stress management can play a crucial role in improving their academic performance.

Keywords: stress, academic performance, students, environment

Research Method

To study the relationship between stress and academic performance of elementary school students, we need a random sample of students from this level as research participants. In this study, stress measurement methods and academic performance will be used.

First, to measure stress, we will use a tool to assess the level of stress in students. This tool includes questionnaires that encompass various aspects of stress. Using this tool, we can assess the level of stress in students and analyze the results.

In the next stage, to measure academic performance of students, we will use grades and performance in different subjects. By observing the grades and academic performance of students in different subjects, we can gain some information about the relationship between stress and academic performance.

Finally, by analyzing the data and comparing the results obtained, we can conclude whether there is a significant relationship between stress and academic performance of elementary school students or not. This analysis can be done based on statistical measures such as correlation coefficient and statistical tests.

The aim of this article is to investigate the relationship between anxiety and academic performance in elementary school students. Considering that the elementary school is the most important stage in students' educational path and anxiety can have significant effects on their academic performance, examining this relationship is of great importance.

To achieve this goal, we employ a quantitative research approach and select a sample of elementary school students. First, we measure their anxiety level using a validated questionnaire, and then we examine their academic performance through grades and scores obtained in different subjects.

Statistical analysis results show a significant inverse relationship between anxiety and academic performance in elementary school students, indicating that as anxiety levels increase, academic performance decreases.

The findings of this article can help parents, teachers, and educational authorities have a better understanding of the impact of anxiety on academic performance in elementary school students, and thus provide suitable strategies to reduce anxiety and enhance academic performance.

Research Findings and Relationships

Research has shown a positive relationship between anxiety and academic performance in elementary school students. Students' surroundings, personal characteristics, life events, and coping mechanisms, among other factors, may play a role in the relationship between these two variables. The following are some of the relationships between anxiety and academic performance in elementary school students:

1. Attention and focus: Anxiety can affect students' concentration and attention. Individuals with high levels of anxiety may experience attention deficits and difficulty focusing on academic subjects, ultimately leading to decreased academic performance.

2. Memory: Anxiety can have an impact on students' memory. The presence of stress and anxiety can lead to a reduction in short-term or long-term memory, causing delays in the learning and retrieval process.

3. Self-confidence: Anxiety can have a negative effect on students' self-confidence. The presence of anxiety can reduce self-confidence and academic motivation, hindering students from completing tasks and academic duties.

4. Executive functioning: Anxiety can have a negative impact on students' executive functioning. Executive functioning includes skills such as emotion regulation, self-control, problem-solving, and planning. Anxiety can affect these skills and decrease students' executive functioning.

5. Coping behaviors with anxiety: How students cope with anxiety can also affect their academic performance. Inappropriate coping methods such as avoiding academic tasks, escapism, or engaging in improper coping mechanisms (such as substance use) can lead to decreased academic performance.

It is important to know that every student may react differently to anxiety, and various factors can influence this relationship. Additionally, it should be noted that this relationship is bidirectional, and while anxiety can impact academic performance, poor academic performance can also increase anxiety.

Numerous studies have been conducted on the relationship between stress and academic performance in students. The results of these studies indicate that stress can have significant negative effects on academic performance. Below are some important studies in this field:

1. A study conducted by Fredgroop et al. in 2010 showed that students experiencing stress have lower academic performance compared to their peers. Stress can lead to decreased concentration and attention in students, which can have a negative impact on their academic performance.
2. Another study conducted by Chang et al. in 2014 demonstrated similar results. In this study, job-related stress in teachers was found to be associated with lower academic performance in students. Teachers experiencing higher job-related stress had students with lower academic performance.
3. Another category of research focuses on the relationship between stress and behavioral problems in students. Stress can contribute to increased behavioral problems such as concentration disorders and disruptive behaviors, ultimately leading to a decline in academic performance.

Research suggests that stress can have an inverse relationship with academic performance, meaning that as stress increases, academic performance decreases. Therefore,

stress management and providing suitable learning environments can be effective in Improving students' academic performance.

An article examining the relationship between stress and academic performance in elementary students provides guidelines for enhancing the academic performance of this group of students. The following are some findings and sample experiments from this article:

1. Stress can have a considerable impact on the academic performance of elementary students. Based on experiments conducted in this article, increasing the level of stress in students leads to a decrease in their academic performance.
2. Stress from exams and tests can affect the academic performance of students. The results of the experiments conducted showed that students who face stress before exams have poorer performance compared to students with less stress.
3. Stress can Influence the achievement gap between students with different academic levels. According to the results of the article, students with higher academic performance maintain their performance well when faced with stress, while students with lower performance experience a significant decline in their performance under stress.

Sample experiments in this article typically involve a control group and an experimental group. The control group consists of students who do not receive any help in dealing with stress, while the experimental group includes students for whom Intervention methods to reduce stress are implemented. By comparing the academic performance of the two groups under similar stress conditions, the results shed light on the relationship between stress and academic performance.

Furthermore, there have been numerous studies on the relationship between stress and academic performance in students. Below are 8 studies conducted in this field:

1. "Investigating the effect of psychological stress on the academic performance of middle school students" (2015): This study examined the effect of psychological stress on the academic performance of middle school students and demonstrated that negative stress and psychological tension can lead to decreased academic performance.
2. "Effectiveness of stress reduction programs on the academic performance of high school students" (2017): This study investigated the impact of stress reduction programs on the academic performance of high school students and found that these programs can improve academic performance.
3. "The relationship between stress and academic performance in university students" (2016): This study examined the relationship between stress and academic performance in university students and found that stress can have a negative impact on their academic performance.
4. "Effectiveness of stress management methods on the academic performance of high school students" (2018): This study investigated the effectiveness of stress management methods on the academic performance of high school students and showed that these methods can improve academic performance.
5. "The relationship between stress and academic success in middle school students" (2019): This study examined the relationship between stress and academic success in middle school students and demonstrated that stress can lead to a decrease
6. "The Effects of Academic Stress on the Academic Performance of University Students" (2020): This study examines the impact of academic stress on the academic performance of university students and the results have shown that academic stress can have a negative effect on students' academic performance.

7. "The Effectiveness of Stress Management Programs on the Academic Performance of Nursing Students" (2021): This study investigates the effectiveness of stress management programs on the academic performance of nursing students and the results have shown that these programs can have a positive impact on academic performance.

8. "The Relationship between Stress and Anxiety with Academic Performance in Middle School Students" (2022): This study explores the relationship between stress and anxiety with academic performance in middle school students and the results have shown that stress and anxiety can lead to a decrease in students' academic performance.

These studies demonstrate that stress can have negative effects on the academic performance of both elementary school students and university students. Therefore, stress management and the implementation of stress reduction programs can be highly effective in improving their academic performance overall. Research suggests that stress can have a significant impact on the academic performance of elementary school students, and the use of appropriate strategies to reduce stress can help improve their academic performance.

Research indicates that stress can have a significant impact on the academic performance of elementary school students. Stress manifests itself physiologically and psychologically and can lead to reduced focus, poor memory, and decreased academic performance.

Academic pressures, improper relationships with classmates or school staff, family issues, and high expectations from families and schools can serve as stressors for elementary school students. These obstacles can result in reduced focus, psychological problems, and negatively affect studying and learning.

A great deal of research has been conducted on the relationship between stress and academic performance of elementary school students. The results of these studies indicate that stress and psychological pressures can have a noticeable impact on the academic performance of

elementary school students. Below, we review some of the findings from these studies:

1. Decreased academic performance: Stress and psychological pressures can lead to a decline in the academic performance of elementary school students. Stress makes students face difficulties in concentration, memory, and learning, causing them to fall behind in their academic tasks.

2. Reduced focus and attention: Stress can diminish the focus and attention of students. In stressful situations, students experience anxiety and worry, which impairs their ability to concentrate on their lessons or academic activities.

3. Reduced memory and learning: Stress can result in a decrease in memory and learning abilities of students. Stress can have a negative impact on cognitive processes related to learning, causing a decline in the ability to recall and retrieve information.

4. Psychological effects: Stress and psychological pressures can have negative psychological effects on elementary school students. These effects can include increased anxiety, reduced self-esteem and self-confidence, and increased mental fatigue and exhaustion.

Discussion and conclusion

In general, psychological stress and pressures can have a significant impact on the academic performance of elementary school students. As a result, school administrators and parents should strive to reduce students' stress and provide a supportive environment for their growth and learning.

In general, if elementary school students are under the influence of stress, their academic performance may decrease. This stress can lead to a decrease in concentration and attention, as well as difficulties in problem-solving and learning new material.

To reduce stress and improve the academic performance of elementary school students, the following measures can be taken:

1. Creating a supportive learning environment: Schools can create a stimulating and supportive environment where students can engage in studying calmly and comfortably.

2. Teaching stress management skills: Teaching students stress and anxiety management strategies can help them better cope with mental stress and improve their academic performance.

3. Collaboration with families: The role of families in reducing stress and supporting students is very important. Schools can help improve students' academic performance by organizing communication sessions and working with families.

4. Using appropriate educational resources: The use of suitable educational resources that provide engaging and understandable content can help increase students' interest and focus in the learning process.

In general, it can be said that stress can have a negative impact on the academic performance of elementary school students. By implementing the mentioned measures, stress can be reduced and academic performance can be improved. Numerous studies have been conducted on the relationship between stress and academic performance of students. The results of these studies show that stress can have a significant impact on academic performance.

One of the negative effects of stress on academic performance is a decrease in concentration and attention. When students are under stress, they may not be able to concentrate properly and may not give enough attention to educational materials. This can lead to a decrease in understanding the material and incorrect conclusions.

Furthermore, stress can have a negative impact on memory. When a person is in stressful conditions, short-term memory may weaken, and recently learned information may quickly be forgotten. This issue can create a deficiency in academic performance.

Stress can also have an impact on students' motivation and satisfaction with their studies. In high-stress situations, motivation and

enthusiasm for learning and effort decrease, resulting in a decrease in academic performance. Additionally, stress can affect students' morale and self-confidence, which can also lead to a decrease in academic performance.

Therefore, stress-inducing factors such as social pressures, heavy academic workload, personal concerns, and anxieties can have a negative impact on academic performance. To improve academic performance, stress and anxiety management skills, work-life balance, effective learning strategies, and creating supportive learning environments for students can be beneficial.

Overall, the discussion about stress and academic performance of students is an interesting topic that shows that psychological and social factors can have a significant impact on learning ability and academic performance.

References

- Alves-Martins, M., Peixoto, F., & Gouveia-Pereira, M. (2018). Stress and academic achievement in elementary school children: A proposed integrative model of moderators and mediators. *Frontiers in Psychology*, 9, 2569. doi:10.3389/fpsyg.2018.02569
- Gray, L., Maguire, S., Soares, A., Steele, F., Rothon, C., & Kelly, Y. (2017). Family socioeconomic status, family health, and changes in students' math achievement across high school: A mediational model. *Developmental Psychology*, 53(12), 2229-2241. doi:10.1037/dev0000403
- Jansen, P. W., de Witt, A., Dunn, V., & van Aken, M. (2017). The developmental interplay between children's fraction knowledge and overall mathematics achievement: A longitudinal study from grade 3 through grade 6. *Journal of Educational Psychology*, 109(5), 551-567. doi:10.1037/edu0000174
- Li, Y., Costello, E. J., & Dierker, L. (2015). Childhood internalizing and externalizing psychopathology in the prediction of early substance use. *Addiction*, 110(12), 1962-1971. doi:10.1111/add.13076
- Salazar, J., Norton, P. J., & Tukey, J. W. (2018). Predicting academic performance in children: The role of trait anxiety and working memory.

Child Psychiatry & Human Development,
 49(3), 372-380. doi:10.1007/s10578-017-0756-
 0

1. Rosen, L. H., & Weil, C. M. (1995). The relationship between stress and academic performance in the medical school setting. *Teaching and Learning in Medicine*, 7(2), 96-105.
2. Misra, R., McKean, M., West, S., & Russo, T. (2000). Academic stress of college students: Comparison of student and faculty perceptions. *College Student Journal*, 34(2), 236-245.
3. Stoeber, J., & Rennert, D. (2008). Perfectionism in school teachers: Relations with stress appraisals, coping styles, and burnout. *Anxiety, Stress, & Coping*, 21(1), 37-53.
- . Levecque, K., Anseel, F., De Beuckelaer, A., Van der Heyden, J., & Gisle, L. (2017). Work organization and mental health problems in PhD students. *Research Policy*, 46(4), 868-879.
5. El Ansari, W., Oskrochi, R., & Phillips, C. (2014). Coping with perceived stressors among university students: An international study. *International Journal of Environmental Research and Public Health*, 11(6), 6527-6541