



CLUSTER INNOVATION CENTRE
(UNIVERSITY OF DELHI)
M.Sc. (Mathematics Education)
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Coachings induced stress and academic performance: A correlational study of senior secondary math students

(A research dissertation submitted at Cluster Innovation Centre, University of Delhi)

Abstract

This correlational study on the concept of coaching in the country seeks to answer two major questions: What are the main sources of stress experienced by students in mathematics coachings?; How do these factors affect their overall academic performance? The rise of coachings has been notable in recent years, with students enrolling in these coachings to enhance their academic skills and improve their chances of success in competitive exams. However, the pressure to perform well and meet societal expectations can lead to heightened stress levels among students. These coachings play a significant role in shaping students' academic performance, but their impact on students' mental health, particularly stress levels, remains a topic of growing concern. To find the factors a focus group discussion with 12th class students was conducted and to verify the factors and find out how these factors affect their academic performance a questionnaire was circulated among 12th class students and 35 responses were taken. After analyzing the responses various factors were identified that contributed to the stress induced by coaching such as inability to understand concepts, lack of interest, backlogs, peer comparison, parental expectations, tutoring styles, time constraints, pressure to perform, peer competition, teacher expectations, and the burden of assignments. Regarding academic performance, 60% of students indicated that mathematics coaching negatively impacts their performance in other subjects due to burnout or overscheduling. However, 45.7% reported improved performance in mathematics after attending coaching, while 40% saw no change, and 14.3% experienced a decline.

By:

Kratika Vaindil
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