Influence of Individual Factors on Perceived Academic Tension

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Abstract: The main aim of present study is to determine the influence of individual factors on the academic tension rate among Minab high school students. Correlational-descriptive approach based on the modeling of structural equations is used as research method. Statistical society of the study includes all of 8591 high school students of Minab County between 2012-2013. Using stratified random method of sampling along with the Kokran formula, 368 people were selected as study's sample. The standard questionnaire of studying tanidegi ASQ and five point scales of personality characteristics NEO were implemented as research tool by Chronbach Alfa of 0.806 and 0.750 respectively. The results show that there is a negative relation between studying tension and individual factors. It is also found that there is a negative relation between studying tension and factors such conscientiousness, consistency, being open to others and extroversion. It is indicated that academic stress in boys is higher than girls.
Keywords: Perceived Academic Tension, Individual Factors, Minab County.

INTRODUCTION

The issue of academic tension has received considerable attentions among researchers in recent years. Psychologies in cultural area and other child rearing specialist have investigated the influencing factors of academic tension. The personal characteristics of learners, family, life environment, educational environment, education schedule, government policies and cultural parameters among others are the main influencing factors. Nowadays, the progress of societies is dependent on the how much value that society is allocated to these factors. Academic tension can regarded as pervasive challenge which dedicated a large body of literature among various countries [1].

Perceived academic tension is devoted to student's inability to fulfill his/her assignment in given time or his/her difficulty in confronting with teachers[2]. Tension is not a one dimensional concept and researchers suggest different form of this term. Ignoring the amount of tension which a given situation have by itself, individual differences means that tension in this situation is stressful for someone while it is not stressful for others . On the other hand, it can be said that experiencing the tension is consequence of individual's own perceives not a result of situation's stress level [3].

Individual differences are an important agenda in pedagogy and tuition psychology. Parsa [4] states that peoples grow in a unit biological pattern meanwhile

they have considerable differences. In adolescence psychology it is believed that human beings are growing in hierarchical alterations but there exist considerable differences in their behavioral potentials and thinking abilities .

Five- point model has been used by many researchers in past years. Golderberg and Herbert (2000) in a study on terms analysis found the power of the model and state that any model for organizing individual's differences have these five dimensions. They have also suggested that the model can act as a framework for theoretical discussions about personality [5].

In spite of emphasizes that many of researchers have on the five-scale factors, many different terms are used by investigators which are not based on the fundamental concepts. The main factors which usually are implemented by researcher are as follow:

1. Tendency to psychopathic
2. Extroversion
3. Being open
4. Consistency
5. Being contiosnieous

It can be claimed that study in the tension area and its roots has been the biggest challenge of human beings specially after science and technology advances. So, in present research, announcing some theoretical evidences, the individual factors influencing the academic tension among students is investigated and the relation between academic tension and individual factors is studied. The dissection of this relation is also investigated.

Shokri et al.,[6] is stated that the higher level of mind safety predicts the lower level of psychopathic problems. Abdolkhani et al., found that individuals with higher level of psychopathic problems have more academic tension that those with lower level of psychopathic problems and the relation between academic tension and psychopathic status is positive .

Shokri et al.,[7] have found positive correlation between styling performance and factors such consistency, extroversion, openness and contiousnous. They also found a negative relation between psychopathic state of individuals and their academic performance. There is also significant negative relation between academic tension and factors such extroversion and contiosneios in individuals while this relation is positive considering academic tension and psychometric problems .

Shakeri et al.,[8] stated that suicide has direct relation with introversion, psychopathic problem in individuals with high level of stress. Moghanloo and Vafaei [9] concluded that psychological wellbeing has positive relation with the extroversion, consistency and loyalty but is in negative relation by psychopathic state of individuals .

Moohan and Golati found that personality parameters such introversion-extroversion, psychopathy among other are the best predictor of academic tension. Figure 1 shows the conceptual framework of present study.
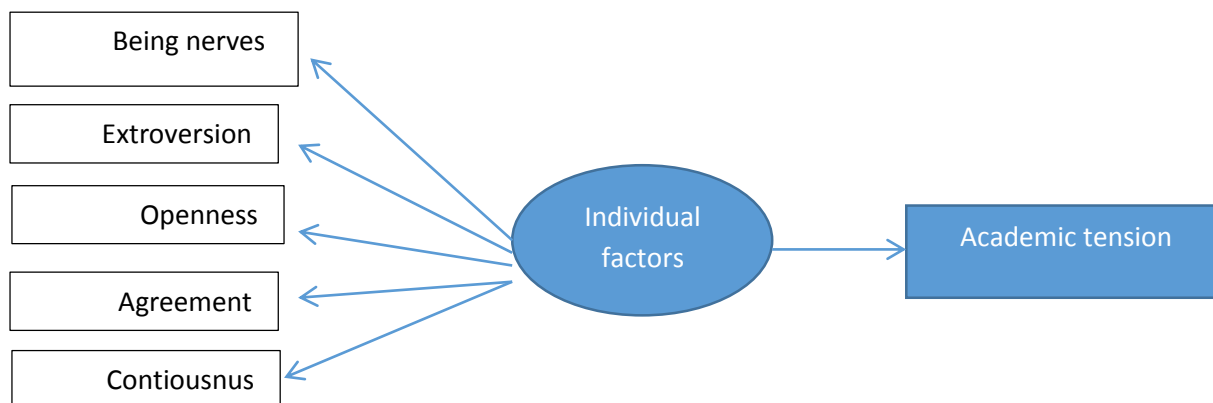

Figure 1. conceptual framework of present study

MATERIALS AND METHODS

The method of conducting the research is descriptive correlational and is an applied study. It is also based on the structural equations. All of high school student in Minab County between years 2012-2013 are studied. The method of classified random sampling is used and because of unknown variance of statistical society, a primary study conducted on the participations. Therefore 40 students were selected randomly and questionnaires were distributed among them. After the target data were obtained and the variance is predicted, the sample size of 368 is obtained .

To gathering information for testing of research assumption the standard questionnaire of tension and the five scale personality characteristic has been used. The academic tension questionnaire has 27 criteria and 11 Likert type statements for each criterion. The statement range from "never creates academic tension" (0) to "completely creates academic tension" (10). The validity of questionnaire in preliminary study is obtained 0.806. The five factor scale of personality characteristics has 60 criteria and 5 Likert type statements (being nervous, agreement, being open, being contiosnious, and extroversion). Each of the statements involves 12 questions. The validity of questionnaire was obtained using Chronbach Alfa of 0.75 (being nerves 0.751, agreement 0.715, being open 0.716, being contiosnious 0.846, and extroversion 0.772). the narration of the two questionnaires was content based and professors justified the contents. The analysis of research data were done in two levels of descriptive (using SPSS 20.0) and deductive statistics (using SPSS 20.0 and AMOS).

RESULTS

To have better understanding of demographic parameters, the sample of research is cast in the frame of demography and gender factors. Table 1 summarizes the frequency distribution of students.

Table 1. frequency distribution of students based on their gender

indicators	frequency	Percentage
girl	210	55.3
boy	170	44.7

To investigate the intersection of data and survey of research assumptions, the structural equation using AMOS software is used. Table 2 and diagram 1 indicate the results of these surveying.

Table 2. Analyzed fitness indicator of proposed model

fitness indicators	Value
X^2 test	426
Significance level	<=0.001
degree of freedom (df)	68
$X^{2/df}$	6.26
Goodness of fitness indicator GFI	0.88
averaged goodness of fitness indicator AGFI	0.87
normalized fitness indicator NFI	0.89
comparative fitness indicator CFI	0.89
increased fitness indicator IFI	0.88
Tooker-Louis indicator TLI	0.87
root mean square of estimation error RMSEA	0.08

The trend line indicators values are indicated in table. Good proportion is found for the model. Based on the results of table 2, the proposed model has the root mean square of estimation error index is 0.08 and the comparative indicator (CFI) and goodness of fitness indicator (GFI) are 0.89 and 0.88 respectively. Other indices have acceptable values and denote to the appropriate fitness of data. So It can be said that the research assumption is accepted.
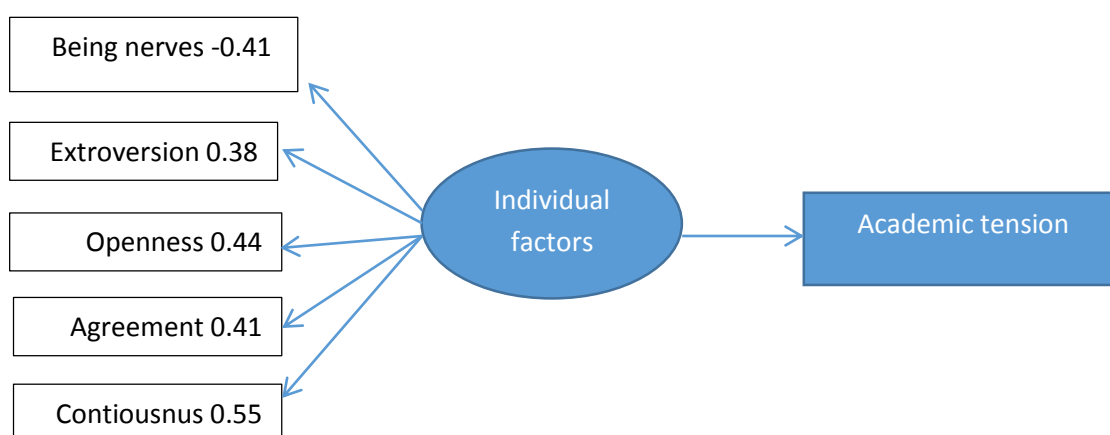

Fig2. The relation between individual factors and academic tension

DISCUSSION

Perceived academic tension presents the assignment working in a time range, experiencing a pressure of various responsibility about doing tasks and schemes, and other plans for which individuals has large commitments. Also it is defined as inability to do home works in a given time, the expectation which students have from their selves and having difficulty to confront with teachers[11] .

Based on the results of present study, there is a negative relation between academic tension and individual factors. The individual factor variable has been consisted of five components including being nerves, agreement, being open, being contiosnious, and extroversion. Except the "being nerves" factor, other factors have negative relation with academic tension. It is found that the higher level of nerves state will result higher level of academic tension among students. Other factors have reverse effect on the academic tension. This means that if a student has stable personality and suitable characteristic properties such extroversion, openness, agreement and countiesnies , his/her level of academic tension will considerably reduce. This result is in line with previous studies such Shakeri et al [8]. They have asserted that studied group who suicide and has high level of stress, impart in high psychological introversion and psychopathic characteristic and before suicide they had experience more pressure than control group. Jafar Nejad et al., [10] have also found that there is significant relation between psychopathic, acceptance and extroversion factors and psychological wellbeing. Also, Agilar and vafaei [9] stated that psychological wellbeing has positive relation with extroversion, agreement and loyalty and is in negative relation with psychopathic of individual. The research results are in agreement with Moohan and Goolati that found introversion – extroversion, psychic and psychopathic characteristic of individual are the best predictor index of academic tension. The results are also in line with Abdolkhaleghi et al.,[11] in which it is found that individuals with higher level of psychopathic characteristic are increasingly impose to academic tension and Shokri et al., [6] which states that there is significant and positive correlation among extroversion, openness, agreement academic performance and negative significant relation between psychopathic characteristics and academic tension. Shokri et al., [7] conducted an investigation from which consistent results were obtained comparing present study. They have found that the higher level of mental wellbeing is predicted by lower score of psychopathic property of individual. The results are not in agreement with Khaghani and Ghasem zadeh which found negative insignificant relation between job environment tension and personal property of studied group[12,13].

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