

# Stress vs Academic Performance

Anamika Sinha

## Abstract

Management education imparts cognitive, metacognitive and affective learning. Many MBA schools fail to achieve this three pronged outcome. An optimum level of stress encourages academic performance, but excess or little of it, reduces performance. In the student sample of a B-School a primary level enquiry using the SALS instrument suggested no relationship between the stress and academic performance. However, the mean for stress experienced was high. A secondary qualitative enquiry gave the insight that self limiting goal setting acts as a mediator to this relationship. The study discusses limitation of group goal setting processes and therefore proposes an integrated learning and evaluation process, along with active mentoring process.

**Key Words :** Management Education, Stress, Academic Performance, Self limiting Goal setting, Inverted U of Performance, Process of Group Goal setting.