

Abstract

The current study observed the relationship among “competence, academic jealousy, perceived stress, and coping as a moderator in the academic performance of high school achievers”. It was hypothesized that a) There will be a relationship between “competitiveness” and “perceived stress”, b) There are likely some “gender differences” in terms of “coping styles” and perceived stress, c) There will be a correlation between “perceived stress” and “academic jealousy”, d) Coping moderates the relationship between competitiveness, academic jealousy and perceived stress, e) Avoidant coping style and academic jealousy will be co-related. A purposive sample of 300 children with the distribution of boys 117(39%) and girls 183(61%) was taken. Academic Jealousy Scale ([Kocak, 2019](#)), Perceived stress scale (Cohen et al., 1994), Brief Cope Inventory (Carver, 2013), and Competitiveness Attitude Scale were used. Pearson Correlation analysis was applied through SPSS version 21 to generate results that showed that academic jealousy has a highly significant positive correlation with Perceived Stress ($r=.26, p<.01$), Competitiveness ($r=.40, p<.01$). Regression analysis was applied and the findings revealed that Perceived Stress ($B= .14, p<.05$) and Competitiveness ($B= .11, p<.001$) positively predicted Academic Jealousy. The R² value explained 39% variance in outcome variable with $F(3, 296) = 38.43, p<.001$. Independent sample t-test was also applied findings showed female students showed significantly higher scores on Perceived Stress $t(298) = 1.03, p<.01$, while male students showed significantly higher scores on Coping and Competitiveness $t(298) = 3.52, p<.01$. These findings will have significant implications for the relationship between competitiveness, academic jealousy, perceived stress, and coping as a moderator in the academic performance of high school achievers.

Keywords: Competitiveness, Perceived stress, coping, and academic jealousy.