



A STUDY ON MEASURE THE LEVEL OF ACADEMIC STRESS AMONG THE HIGH SCHOOL STUDENTS OF GOVT. AND PRIVATE SCHOOL

Dr. Kishora Kumar Bedanta

HOD,
Dept. of Education
Derabis Degree College,
Derabish, Kendrapara,
Odisha.

ABSTRACT

The Present study was to measure the level of academic stress among the high school students of Govt. & Private School and also to compare the degree of stress among boys and girls. The sample of the study consisted of 122 students each from Govt. and Private school. The data was collecting by purposive sampling technique. The sample was administered academic stress scale developed by Suchismita and Akankshya. The descriptive statistics and 't' test was used to verify the hypothesis. The findings reflect that the nature of school emerged as a significant factor in the experience of stress. The students of Govt. schools were experiencing more stress further this study also reflected that there is no gender difference in the experience of stress in now-a-days.

KEY WORDS: *Academic Stress, Students of Govt. High School & Private High School.*

INTRODUCTION

Academic Stress is one of the major problems among Govt. & Private High School students. Examination has become a crucial parameter to assess learning for the students time to time. They have the significant row in academic acceleration. The teachers & parents are pressurizing the students to perform better result in Exam. As a result, such pressure can stimulate stress among students. That stress can have both positive & negative effects, at a moderate level the stress can enhance performance and the same stress perceived negatively can result in academic failure consequently lead to various psychological & physiological problems now-a-days.

Stress is a normal part of every man in his life it can create in an any situation of life which may be as frustrated, angry or anxious. Webster dictionary defines that "A condition typically characterized by symptoms of mental & physical tension or strain, as description or hypertension, which can result from a reaction to situation in which a person feels threatened, pressure etc." An individual can stress in daily life in different ways and it can be viewed as the bodies' reaction both neurological and physiological.

The author found that academic stress reflects perception of individual's academic frustration, academic conflicts, academic pressure & academic anxiety. Academic frustration is a state caused by harm of some

academic goals. Academic conflict is the results of two or more quality in compatible response tendencies to academic goals. Academic pressure refers that when the student is under heavy demands on time and energy to meet academic goals. Academic anxiety reflects that apprehension of harm to some academic goals. Though academic stress makes a significant contribution in predicting school performance but also act as a negative predictor of academic performance in school children.

OBJECTIVES

1. To compare the academic stress Govt. & Private High School Students.
2. To compare the academic stress between boys and girls of Govt. & Private High School.

HYPOTHESIS

1. There is no difference in the stress level among students studying in Govt. & Private schools.
2. There is no difference in the stress level among boys & girls student.

SAMPLE

The sample consisted of 122 High School students belonging to Govt. and Private School from Derabish. Purposive Sample technique was used to collect the data. The participants' age range between 13 – 15 Yrs. who belonging to 8th, 9th & 10th class.



VARIABLES

There are two types of variable to assess the study such as independent and dependent variables. The independent variable is types of school and gender but dependent variable is academic stress.

TOOLS AND TECHNIQUE USED

An academic stress scale was used to measure stress level among high school students. This scale was designed developed and adopted to Indian conditions by Suchismita & Akankshya. The items are classified into five areas namely Personal Inadequacy, Fear of Failure, Interpersonal difficulties with teachers, Teacher-Pupil relationship / Teaching Methods and Inadequate Study Facilities.

PROCEDURE OF DATA COLLECTION

The study was conducted in classroom group setting and contacted personally in their respective schools for data collection. Prior consent was taken from the school before administering the survey. The rapport was established with the students and instructions were given and participants were asked to complete the scale. The entire procedure took approximately 10 – 20 minutes.

RESULTS AND DISCUSSION

The primary objective of the study was to measure level of academic stress between Govt. & Private high school students. To attain the objective and verify the hypothesis, the data were analyzed using SPSS 18.0, Mean, SD and 't' test were calculated. The students belonging to Govt. high school report a higher level of academic stress in all the five factors name: personal inadequacy, fear of failure, interpersonal difficulties with teachers, teaching methods and inadequate study facilities. The obtained 't' ration indicates that there is significant differences between Private & Govt. school students on all the dimensions of academic stress, hence null hypothesis that stress level of students do not differ significantly in terms of nature of schools is rejected. The result of the present study is magnitude of academic stress among public school students was particularly high and academic stress, overall adjustment of students were correlated to each other for both public school and private school students. In adequate instructional methods, teacher-student relationships, heavy academic workload, poor physical classroom environments and disorganization surrounding academic assignments and schedules were found to be common stressors among students. The casual factors for the differences in the stress level among the Govt. Students might be due to negative attitude towards school and learning, uneven distribution of student teacher ratio, low socio-economic status, lack of parental involvement due to lower level of

parental education when compared to private high school students. In addition poor infrastructure, less supportive teachers towards academic attainment, monotonous teaching methods, poor interpersonal relationship with other students or teachers also contributes in the increase level of stress.

The second objective of the study was to compare gender differences in academic stress which reflects that there is no significant gender difference in experience of stress hence the null hypothesis that stress level do not differ significantly in terms of gender is accepted. The findings of the present study are that the female are more inclined to suffer from higher levels of distress. They are more likely to endorse the fear of failure than males. Lack of gender difference in the stress level found in the present study might be due to unequal sample size and female students from both the types of schools were combined.

CONCLUSION

The present study is an attempt to indicate that students of Govt. High School experience a higher level of academic stress when this is compared to the students of private high school. Both boys and girls student do not differ significantly in their academic stress score. So the researcher gives more important to them.

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