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A STUDY OF ACADEMIC STRESS AMONG SECONDARY SCHOOL STUDENTS STUDYING IN GOVERNMENT AND PRIVATE SCHOOLS IN ALIGARH DISTRICT OF UTTAR PRADESH

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ABSTRACT

The present study is carried out to assess the academic stress among male and female secondary school students in government and private school in Aligarh district of Uttar Pradesh with the hope that it will contribute to the adjustment of the students by making them aware of the factors that become a source of academic stress and depression in them especially during their most crucial phase i.e. secondary school phase. This paper is based on the primary data collected with a standardized test named "An Academic Stress Scale" by Dr. Akbar Hussain, Mohd. Ilyas Khan and Sahiba Baby. The sample for the present study consists of 300 male and female secondary school students.

Keywords: academic stress, secondary school, students, aligarh

INTRODUCTION

The increased complexity of today´s competitive world is demanding all-round developed, well-prepared and highly skilled students. Therefore, it is interesting to note that the emphasis on achievement in the classroom has been intensifying. In consequence, students encounter stress for a variety of academic reasons. The pressure of obtaining good grades, completing homework on time, passing examinations, competing with other students, and the need for perfection, among others, often leads to stress which may become distress i.e. negative stress.

OBJECTIVES OF THE STUDY

The objectives of the present study are as follows:

I. To compare the academic stress of students studying in government and private secondary schools.
II. To find out the academic stress of female students studying in government and private secondary schools.

ISSN: 2455-8834

Volume:03, Issue:08 "August 2018"

III. To find out the academic stress of male students studying in government and private secondary schools.
IV. To compare the academic stress in female and male students studying in government secondary schools.
V. To compare the academic stress in male and female students studying in private secondary schools.
VI. To know the difference in academic stress of tuition going students studying in private and government secondary schools.
VII. To know the difference in academic stress non-tuition going students studying in private and government secondary schools.
VIII. To compare the academic stress in hosteller students studying in government and private secondary schools.
IX. To compare the academic stress in non-hosteller students studying government and private secondary schools.
X. To compare the academic stress in Muslim students studying in government and private secondary schools.
XI. To compare the academic stress in non-Muslim students studying in government and private secondary schools.

METHODOLOGY

The basic purpose of the study is to compare the academic stress among male and female students in government and private secondary school in Aligarh district. Hence the study was conducted in six schools three government secondary school and the other three were private secondary school. Descriptive survey method was used to conduct the study. The sample for the present study consists of 300 male and female secondary school students. For this, 50 students were randomly selected from each school. For assessing the academic stress among male and female secondary school students in government and private school an Academic Stress Scale Standardized by Dr. Akbar Hussain, Mohd. Ilyas Khan and Sahiba Baby was employed. This tool consists of 36 items of multiple choice type and the time required for its completion was an hour. Reliability as internal consistency was ascertained by Dr. Akbar Hussain, Mohd. Ilyas Khan and Sabiha Baby Cronbach's alpha of all 36 items. The reliability of the test was found to be 0.829. The coefficient of validity was 0.88.

Scoring:

Akbar Hussain test in academic stress consists of 36 multiple choice question. The scoring of the items was done manually by the investigator by using the scoring key. In the scale used each item is score a 0,1,2 or 3 according to the responses given by the students. There were all

ISSN: 2455-8834

Volume:03, Issue:08 "August 2018"

positive items and students were supposed to give responses according to the magnitude of the stress the undergo. After the data collection scoring was done manually by the investigator, the scoring was done on four-point scale i.e. category "no stress at all" was assigned 0 score and category "extreme stress" was assigned 3 scores. The gathered data has been analyzed with the help of SPSS version 16.0 software.

ANALYSIS OF THE STUDY

The statistical analysis of the data is done with the help of SPSS 16.0. The results thus collected are followed by the interpretation for the sake of investigating into the correctness and authenticity of the total statistical analysis. The interpretation of the statistically analyzed data helps the investigator in approaching the objective and purpose of the study

Hypothesis (H_{01}) There is no statistical significant difference in the academic stress of students Studying in government and private secondary schools.

Table 1: Showing comparison of academic stress of secondary school students studying in government and private schools.

Sample group	N	Mean	SD	df	t-value	Level of significance	Null hypothesis
Government School Students	150	36.98	16.60	298	1.65	0.05	A
Private School Students	150	39.93	14.31			0.01	A

Interpretation:

It is depicted from the Table 1 that the calculated value of 't' (1.65) is less than the tabulated value of 't' (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So, the null hypothesis is accepted and it shows that there is no significant difference between the academic stress of Government and Private students at Secondary schools. The findings of this study were refuted by the findings of Hussain, Kumar, & Husain (2008) who found that students studying in Private secondary schools are in more stress than students in government secondary school

Hypothesis (H_{02}) There is no statistical significant difference in academic stress among female students studying in government and private secondary schools.

ISSN: 2455-8834

Volume:03, Issue:08 "August 2018"

Table 2: Showing comparison of academic stress among female students studying in government and private secondary schools

Sample Group	N	Mean	SD	df	t-value	Level of significance	Null hypothesis
Female Students in Government Schools	75	29.08	15.08	148	5.24	0.05	R
Female Students in Private Schools	75	42.18	15.51			0.01	R

Interpretation:

It is depicted from the Table-2 that the calculated value of 't' (5.24) is more than the tabulated value of 't' (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So, the null hypothesis is rejected and it shows that there is a significant difference in the academic stress of female students studying in Government and Private Secondary Schools. It further shows that the female students in Private schools are more stressed than the female students Government schools because the mean score of Female Students in Private schools (42.18) is higher than the female Students in Government schools (29.08). The result obtained in this study are supported by Hampel and Peterman (2006) who found that female students perceived more stress.

Hypothesis (H_{03}) There is no statistical significant difference in academic stress among male students studying in government and private secondary schools.

Table 3: Showing comparison of academic stress among male students studying in government and private secondary schools.

Sample Group	N	Mean	SD	df	t-value	Level of significance	Null hypothesis
Male Students in Government Schools	75	44.88	14.17	148	3.27	0.05	R
Male Students in Private Schools	75	37.68	12.27			0.01	R

ISSN: 2455-8834

Volume:03, Issue:08 "August 2018"

Interpretation:

It is depicted from the Table-3 that the calculated value of 't' (3.27) is more than the tabulated value of 't' (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So, the null hypothesis is rejected and it shows that there is a significant difference between the Academic Stress of male students in Government and Private Secondary School. It further shows that the male Students in Government Schools are in more stress than the male students in Private schools because the mean score of Male Students of Government Schools (44.88) is higher than the Male Students of Private Schools (37.68).

Hypothesis (H_{04}) There is no statistical significant difference in the academic stress of female and male students studying in government secondary schools.

Table 4: Showing comparison of academic stress among female and male students studying in government secondary schools.

Sample Group	N	Mean	SD	df	t-value	Level of significance	Null hypothesis
Female Students in Government Schools	75	44.88	14.17	148	6.61	0.05	R
Male Students in Government Schools	75	29.08	15.08			0.01	R

Interpretation:

It is depicted from the table-4 that the calculated value of 't' (6.61) is more than the tabulated value of 't' (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So, the null hypothesis is rejected and it shows that there is a significant difference in the Academic Stress of male and female students in Government Secondary Schools. It further shows that the Female Students in Government Schools are in more stress than the Male students in Government Schools because the mean score of Female Students in Government Schools (44.88) is higher than the Male Students in Government Schools (29.08).

Hypothesis (H_{05}) There is no statistical significant difference in academic stress among female and male students studying in private secondary schools.

ISSN: 2455-8834

Volume:03, Issue:08 "August 2018"

Table 5: Showing comparison of academic stress among female and male students studying in private secondary schools.

Sample Group	N	Mean	SD	df	t-value	Level of significance	Null hypothesis
Female Students in Private Schools	75	42.16	15.51	148	1.94	0.05	A
Male Students in Private Schools	75	37.68	12.71			0.01	A

Interpretation:

It is depicted from the table-5 that the calculated value of 't' (1.94) is less than the tabulated value of 't' (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So, the null hypothesis is accepted and it shows that there is no significant difference between the Academic Stress of male and female students in Private Secondary Schools.

Hypothesis (H_{06}) There is no statistical significant difference between tuition going students in private and government secondary schools.

Table 6: Showing comparison of academic stress among Tuition going students in government and private secondary schools.

Sample Group	N	Mean	SD	df	t-value	Level of significance	Null hypothesis
Tuition Going Students in Government Schools	68	32.57	13.92	159	3.19	0.05	R
Tuition Going Students in Private Schools	93	39.98	14.96			0.01	R

Interpretation:

It is depicted from the table-6 that the calculated value of 't' (3.19) is more than the tabulated value of 't' (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So, the null hypothesis is rejected and it shows that there is a significant difference in the Academic Stress of Tuition Going Students in Private and Government Secondary Schools. It further shows that the Tuition Going students in Private Schools are in more stress as compared to Tuition Going Students in Government Schools because the mean score of Tuition Going Students in Private

ISSN: 2455-8834

Volume:03, Issue:08 "August 2018"

Schools (39.98) is higher than the Tuition Going Secondary School Students in Government schools (32.57).

Hypothesis (H_{07}) There is no statistical significant difference between Non-Tuition Going students in government and private secondary schools.

Table 7: Showing comparison of academic stress between Non- Tuition Going students

Sample Group	N	Mean	SD	df	t-value	Level of significance	Null hypothesis
Non- Tuition Going Students in Government Schools	56	45.82	15.04	137	2.96	0.05	R
Non-Tuition Going Students in Private Schools	83	38.38	14.12			0.01	R

Interpretation:

It is depicted from the table-7 that the calculated value of 't' (2.96) is more than the tabulated value of 't' (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So, the null hypothesis is rejected and it shows that there is a significant difference between the Academic Stress of Non-Tuition Going students in Private and Government secondary school. It further shows that the Non-Tuition Going students in Government Schools are in more stress compared to Non-Tuition Going students in private schools because the mean score of Non-Tuition Going Students in government schools (45.82) is higher than Non-Tuition Going students in private schools (38.38).

Hypothesis (H_{08}) There is no statistical significant difference between Hosteller students in government and private secondary schools.

ISSN: 2455-8834

Volume:03, Issue:08 "August 2018"

Table 8: Showing comparison of academic stress between Hosteller students in government and private secondary schools.

Sample Group	N	Mean	SD	df	t-value	Level of significance	Null hypothesis
Hosteller Students in Government Schools	39	40.64	16.34	71	1.06	0.05	A
Hosteller Students in Private Schools	34	44.50	14.31			0.01	A

Interpretation:

It is depicted from the table-9 that the calculated value of 't' (1.06) is less than the tabulated value of 't' (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So, the null hypothesis is accepted and it shows that there is no significant difference between the Academic Stress of Hosteller students in Private and Government secondary schools.

Hypothesis (H_{09}) There is no statistical significant difference between Non-Hosteller students in government and private secondary schools.

Table 9: Showing comparison of academic stress between Non-Hosteller students in government and private secondary schools.

Sample Group	N	Mean	SD	df	t-value	Level of significance	Null hypothesis
Non-Hosteller Students in Government Schools	112	35.71	15.51	225	2.14	0.05	A
Non-Hosteller Students in Private Schools	115	39.89	13.85			0.01	R

Interpretation:

It is depicted from the table-8 that the calculated value of 't' (2.14) is more than the tabulated value of 't' (1.96) at the level of significance (0.05) and less than the tabulated value of t (2.58) at the level of significance (0.01). firstly, the null hypothesis is accepted at 0.05 level of significance and which means that there is no significant difference in the Academic Stress of Non-Hosteller students in Government and Private Schools.

ISSN: 2455-8834

Volume:03, Issue:08 "August 2018"

Hypothesis (H_{010}) There is no statistical significant difference between Muslim students in government and private secondary schools.

Table 10: Showing comparison of academic stress between Muslim students in government and private secondary schools.

Sample Group	N	Mean	SD	df	t-value	Level of significance	Null hypothesis
Muslim Students in Government Schools	120	40.04	14.75	230	.92	0.05	A
Muslim Students in Private Schools	112	38.27	14.28			0.01	A

Interpretation:

It is depicted from the table-10 that the calculated value of 't' (.92) is less than the tabulated value of 't' (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So, the null hypothesis is accepted and it shows that there is no significant difference in the Academic Stress of Muslim students in Government and Private secondary schools. It further shows that Muslim students in Government secondary schools do not vary in stress level as compared to Muslim students in Private secondary schools.

Hypothesis (H_{011}) There is no statistical significant difference between non-Muslim students in government and private secondary schools.

Table 11: Showing comparison of academic stress between non-Muslim students in government and private secondary schools.

Sample Group	N	Mean	SD	df	t-value	Level of significance	Null hypothesis
non-Muslim students in Government Schools	35	33.68	15.60	66	2.30	0.05	A
non-Muslim students in Private Schools	33	42.87	17.24			0.01	R

ISSN: 2455-8834

Volume:03, Issue:08 "August 2018"

Interpretation:

It is depicted from the table-11 that the calculated value of 't' (2.30) is more than the tabulated value of 't' (1.96) at the level of significance (0.05) and less than the tabulated value of t (2.58) at the level of significance (0.01). Firstly, the null hypothesis is accepted at 0.05 level of significance and it shows that there is no significant difference in the Academic Stress of non-Muslim students in Government and Private secondary schools. Secondly, the null hypothesis is rejected at 0.01 level of significance which shows that there is a statistical significant difference in academic stress of non-Muslim students in Government and Private secondary schools.

CONCLUSION

It has been found that students in private secondary schools were more stressed either male or female. This can be due to various reasons such high expectation from family, teachers, strict discipline of the school, burden with homework etc. In most of the cases, their parents are educated and take daily inquiry about their children's study. On the other in government school generally, those students study who are financially weak and belongs to a underprivileged class of the society who do not care much about their children's study and even do not enquire about their children's study. In most of the government schools, there is flexibility in all aspects. It has been found that female students are more stressed; either they study in a government school or in any private school. This may be due to various reason that the family structure in India continues to be traditional and male oriented. They are engaged in household works and caring their younger siblings. In spite of the modernization and women's empowerment, there is a gender disparity in the society.

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ISSN: 2455-8834

Volume:03, Issue:08 "August 2018"

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